



LESMURDIE  
SENIOR HIGH SCHOOL

# *Annual Report* **2022**







*We respectfully acknowledge the past and present traditional custodians of this land, the Beelu people. It is a privilege to be present on Beelu country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.*





## PRINCIPAL'S Report

***The focus for our work at Lesmurdie is to celebrate the successes of our students and staff, as well as reflect, review and plan to further enhance our performance. This is an ongoing journey for us as we report on 2022.***

The 2022 learning program was challenged by COVID impacts including many student and staff absences as we all did our best to accommodate health and education needs. Ensuring classes were staffed and helping students on extended absences continued throughout the year and the communication and online learning programs were developed to accommodate the needs of the students and school community.

Year 12 results included WACE achievement of 92.25 exceeding the DOE achievement of 89. The median ATAR of 79.9 was lower than the public-school average of 81.9. Our top student received an ATAR of 98.6 and four other students received ATARs over 95. One student received a Certificate of Distinction, and 12 Certificates of Merit were awarded. Outdoor Education once again achieved Top School status.

Our school attendance in Years 7 - 12 continues to be stable and above the mean of public schools. The school's successes continue to embed Lesmurdie CARES and the school and community values of Curiosity, Aspiration, Respect and Environment. More than ever, amid these COVID challenges, staff and students continue to find joy and excitement in the daily teaching and learning. Staff are committed, creative and flexible towards ensuring the delivery of lessons including preparations for online learning. CONNECT and Compass has become increasingly important as a vital communication platform between the school, students and parents. The school's BYOD program rollout continued and supports students with a

contemporary tool for improved learning and engagement in classrooms. This ensures our students are highly collaborative, communicative, have enhanced organisation skills and other technological skills to improve learning outcomes. The *Staff Laptop Program* ensured all our staff were provided with professional learning and contemporary tools for teaching. The school's Business Plan 2020 – 2022 was extended one year due to the impacts of COVID. Planning for the next Business Plan will be undertaken in 2023 and delivered in time for planning 2024. This report reviews how we are currently performing against the identified targets and school priorities outlined in our Business Plan, with a final full review to be completed in 2023.

Improvements were made throughout the school grounds including air conditioning, painting of doors and railings, change of uniform management to an external provider, renewed gardens and watering systems, repaired paving, purchase of a laser cutter and a new school bus. Some offices and classrooms were refurbished including a new English office space. Resources from the Bibbulmun Schools Network were used to connect primary and secondary teachers to form Literacy and Languages hubs to collaborate and implement improved teaching and learning opportunities.

I thank both the School Board, P&C and school partners for their ongoing support throughout the year to ensure we are all working together to achieve our targets. We are well positioned to continue to ensure that we always deliver our very best so that our students thrive in a nurturing environment and achieve their potential.

***Kerry Chipchase***

**Principal**

Lesmurdie Senior High School

April 2023

# BOARD Report

**2022 was a very productive year for the Lesmurdie Senior High School Board marked by a stable board composition with some new members joining throughout. We farewelled Di Abernathy, Trevor Cochrane, Unah Claude, Leo Surjan and Dani Grills and I thank them for their valuable contribution.**

A major direction for the Board was the establishment of three new portfolio committees. The seed for these committees was sewn in late 2021 with the news that Lesmurdie SHS is to receive a building grant for a STEM Centre. This news also laid the path for additional building planning requirements to be investigated. We are coming to the end of our current school Business Plan so work to prepare for 2024 - 2026 Plan was also a priority. With these priorities in mind, the Board established the 10 Year Projection Building Plan Committee, The STEM Centre Committee and the Business Plan 2024-2026 Committee.

The 10-year Projection Building Plan committee was tasked to consider the needs of the school moving forward. The committee considered the projections of growth in the future student population and the building requirements, furniture and furnishings that may be needed. The construction of this plan will provide a basis on which to seek internal and external sources of funding.

The Stem Centre Committee was established on the basis that the school will receive \$2 million in capital works associated with a STEM project. Initiation date was set for May 2023 with architects being appointed thereafter. The focus of the committee was to identify potential locations for a STEM centre

on the school site and to consider the type of facility that may be planned in relation to student access and curriculum priority needs.

The Business Plan Committee works to lead the development and completion of a new school Business Plan to be adopted from 2024-2026. The timeline for adoption of the new plan is Term 4 2023. The focus of the committee is to review the previous plan and make recommendations of what to continue and what additions could be made. The committee would also consider the comments of the recent school review to strengthen Relationships and Partnerships in the Community, Leadership Development and Teaching Quality.

Another great initiative continued by the Board this year was inviting staff members to speak about their work. These sessions provided a critical insight into the work being done in classrooms and allowed the Board to better understand and seek clarification directly from the staff themselves. We thank the staff members who gave their time to address the Board on their area of expertise.

There has been further significant Board work conducted in 2022 including focused discussions strengthening the important governance role the Board provides for Lesmurdie SHS. I thank my fellow Board members for their commitment and valued contribution..

## **Amanda McGovern**

**Chair**, Lesmurdie Senior High School Board  
31 March, 2023

**CHAIR:**  
Amanda McGovern

**VICE CHAIR:**  
Mathew Della Franca

**PRINCIPAL:**  
Kerry Chipchase

**MANAGER CORPORATE SERVICES (EX-OFFICIO):**  
Bronwyn Thornton/Lyn Harris

**COMMUNITY REPRESENTATIVES:**  
Brendon Boyes  
Nathan Bushby  
Chris Tung

**PARENT REPRESENTATIVES:**  
Amanda McGovern  
Mathew Della Franca  
Anna Bunn  
Chris Wessels

**STAFF REPRESENTATIVES:**  
Leo Surjan  
Samantha Siney

**STUDENT REPRESENTATIVES:**  
Chloe Mouritz  
Grace Reid  
Brandyn Murley





# Our 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 a 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*.



*Farewell Speech, Head Boy,  
Luke Bosnyak and Head Girl, Tiana Pearce 2022*  
**Student Leadership**

***Good evening distinguished guests, parents, staff,  
family and friends.***

We thank and appreciate everyone being here today, in person and in spirit, to help us rejoice in this long-awaited occasion where we celebrate the end of our high school journeys. Before we continue, we would like everyone to take a moment to reflect. To the cohort of 2022, we want each and every one of you to take a brief moment to look around... look at your friends beside you, your teachers in front, and your loved ones in the audience... now we want you to refocus your attention and take your time in letting these three words sink in. We made it! We made it through six years of high school, fourteen if you include primary, and although our parents and teachers would like for us to say it was bliss, it's a no brainer when I say that these past six years were full of ups and downs. But that's okay, because these years at Lesmurdie have given all of us personal growth. It's where life lessons were learnt, friendships were formed and memories were made, to help us get to be who and where we are today, right here, right now.

We want to say a long-winded, extended thank you, to everybody who has paved the way for this cohort to follow. For everybody who has inevitably helped us reach this destination. To our parents, our most distinguished guests, thank you. If it wasn't for this blinding light, we'd be able to look out to the crowd and see your proud faces as your child sits up on the stands. I'm sure you all remember your child's first day of school, for me it was holding onto my mum's ankles and the teachers ripped me away, don't worry the second day was much better. Parents, thank you for your ongoing encouragement, effort, support, embarrassing photos, sweat and I'm sure tears, it hasn't gone unappreciated, and without it we wouldn't be here today.

Thank you to the teachers, and the masses of wisdom you have bestowed upon us. Thank you for putting up with us as squeaky,

voice cracking teens, then battling against our angsty attitude, and for enduring the most obscure trends. Sometimes you were more than a teacher, but a role model, an advisor, and a friend, and we all thank you for the hours you have invested in us, you have had an immense impact on our journey's trajectory.

From being fresh students, initially terrified of the giant we call Mr Kohli, we learnt that too, just as he wasn't all that scary, the life ahead of us wasn't something to fear, but to approach head on, knowing we had the support from our teachers, making it worth risking failure. Whether it was Human Biology, where our best lessons involved Mr Bowden running around like a monkey, or the back row in English failing to convince Ms. Baggen they were indeed working, they just somehow didn't need books, or pens, or anything, it was the constant effort and

***Student Council 2022***

**YEAR 7**

Daniel Holt  
Charlotte Bradtke  
Nelia Williams  
Ashley Weeks

**YEAR 8**

Summer Ferguson  
Rosie Kelly  
Oscar Della Franca  
Tejas Deda

**YEAR 9**

Finn Kelly  
Michael Webber  
Georgia Holt  
Morgan Wessels

**YEAR 10**

Harry Cochrane

Lyndal McLeod  
Maddy Gunawan

**YEAR 11**

Hina Wasim  
Laura Stump  
Abdul Hameed  
Ronan Dwyer

**YEAR 12**

Liam McLeod  
Syreeta Kumar  
Tayla Cushing  
Ashley Crosbie

**HEAD GIRL**

Tiana Pearce

**HEAD BOY**

Luke Bosnyak



dedication from our teachers that laid the foundation for a fun and thriving classroom.

Furthermore, we acknowledge and express our immense gratitude to the constant efforts of all members of Lesmurdie Senior High School, from the inner workings of Lower and Senior School staff, support workers, canteen staff who were always swamped with the lunchtime rush, especially since EFTPOS was introduced, and to the maintenance team of our top of the range computers and iPads to constant care for the environment by our groundskeepers on their speedy moped. All your time and dedication has not gone unnoticed, because we know that without any of you, this school would not be able to function day to day.

In Year 7, when we walked through those gates in bright teal shirts, the thought of starting a brand new school of unfamiliar faces was a scary concept, so from the get go, whilst inside the J block area, it was a hunt to find your groups and form those friendships that helped you navigate the unsure waters of high school. However, as the years continued, each and every one of us grew in confidence, allowing us to branch out, experience new things, find our interests and hobbies, and collect the knowledge we needed to become the best version of ourselves. Where we would constantly inquire and get side tracked during class, finding out all the gossip and details of our teachers' life, which is obviously more important than the syllabus.

Then we hit Year 11 and 12. The uncertainty and stress hit us like a train, its cargo filled with textbooks, too many PowerPoints, late night cramming but most importantly, more memorable days than we can count. We all struggled through the ESTs together. For us who also had exams we were provided with comedic relief thankfully, with Rorke bringing a banana in his pocket, of all things, into our exams. Our Ball came and went, the last sports carnival flew by, and our last day finished too early, and now we are left without the morning siren, without

canteen specials and without that Chuditch staring right back at us. Luckily, he's here with us tonight on the piano.

Things are about to change for each and every one of us, and change can be a scary thing, but it shouldn't be something we run away from, instead it should be something we embrace. Class of 2022, we are about to embark on a new journey of life after high school, where we will take different paths at Uni, TAFE, starting apprenticeships, or going on a gap year. But no matter where we go, we take with us the memories and friendships we have formed, not only in our cohort but in our school. Year 12s - take another look around you, you will find that this may be the last time that you will see everyone together, but in doing so, you will find that lifelong friendships and memories have been made. The future is ours to decide, and we are sure, looking at all of you, that whatever you choose to do in this life, you will be successful, and we don't mean just financial success, we mean life fulfillment. Do not let other people's journeys discourage or belittle your own, let the success of others motivate you, so that your own success can motivate others. We would like to say one more thanks. Thank you to our cohort and to our teachers for giving us this opportunity to represent you this year. It has been our pleasure to see everyone's achievements over Semester 1 and 2, as well as being able to work beside the other councillors. We hope Year 12 is a year to remember.

We want to leave you with one last message. It's not the critic who counts. It's not the person who points out how another stumbles and falls. The credit is given to the person in the arena who is covered in dust, sweat and blood. It's the person who comes up short again and again and again. This failure is a necessity for the pursuit of success, as there is never effort without error. As you face an unforgiving world, remember that where you place your efforts, you may stumble or fall, but the credit is given to those who get back up, the credit is given to you.

Class of 2022, guess what- we did it!

## LSHS Parent and Citizens Committee

### Parents & Citizens Committee

#### EXECUTIVE MEMBERS

President: Pam Rushton  
Vice President: Hannah Vallance  
Secretary: Sarah Kneale  
Treasurer: Lien Quach

#### COMMITTEE MEMBERS

Rhia Bradtke  
Kirsten Williams  
Stacey Verco  
Suzette Forrest  
Stacey Raiarta  
Vanita Kashyap  
Jasmin Clarke  
Felicity Brodie (Canteen Manager)  
Scott Mosey (WACCSO State Councillor Canning East)

I'd like to take this opportunity to thank everyone for their continued support, planning and commitment throughout 2022.

The P&C were able to fund over \$45 000 towards special projects.

<b>\$10 000</b>	School oval redevelopment	<b>\$2500</b>	Membership national
<b>\$3180</b>	Tents for outdoor education		online safety platform
<b>\$4000</b>	Stem resources	<b>\$7000</b>	New graduation gowns
<b>\$2000</b>	Towards staff attendance to after hours school events	<b>\$1750</b>	Didgeridoos
<b>\$5500</b>	Language resources	<b>\$10 000</b>	Laser cutter

We look forward to continuing to support the school in 2023,

**Pam Rushton**  
2022 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.

## Year 12 performance

**1** Certificate of Distinction

**92.5%**

WACE Achievement  
State average 89%

**82%**

Enrolled in **TWO or more STEM** courses

State target 85%

Top ATAR  
**98.6**

Tayla Cushing

**10** Students  
ATAR 90+

Median ATAR

**79.9**

Top subject Awards  
Outdoor Education

**12** Certificates of Merit

Outstanding ATAR

**96.8**

Patrick Sbrana

**96.3**

Shevni Mudgal

**96**

Liza Kriel

**95**

Luke Bosynak

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+
2020	44	8	18%
2021	43	12	28%
2022	46	8	18%

Source: Schools online





## YEAR 12 2021 PATHWAYS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other - Verified	Other - Unverified
2018	136	11 (8.1%)	33 (24.3%)	71 (52.2%)	19 (14.0%)	2 (1.5%)
2019	161	18 (11.2%)	25 (15.5%)	93 (57.8%)	24 (14.9%)	1 (0.6%)
2020	151	32(21.2%)	13 (8.6%)	82 (54.3%)	23 (15.2%)	1 (0.7%)

Source: Schools online

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

	ATAR Triciles - High/Mid/Low: Count (%)		
	2022	2021	2020
High	10 (22%)	11 (26%)	9 (20%)
Mid	18 (39%)	21 (49%)	19 (43%)
Low	17 (37%)	11 (26%)	16 (36%)

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

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

	2022	2021	2020
Achievement of a Certificate II	58 (*69)	141 (*212)	145 (*222)
Achievement of a Certificate III or higher	48 (*58)	6 (*9)	6 (*7)
Overall Achievement %	83%	66%	66%

Source: DoE – Reporting to Parents

## 2022 University Application Statistics

Number of students with an ATAR who applied 37  
Median ATAR of students who applied 80.95

	Curtin	ECU	Murdoch	NDU	UWA	Total
Number of students with 1st preference (includes students without an ATAR)	33	4	7	4	4	52
Number of students offered their 1st preference	27	3	6	2	3	41
Number of students offered any of their preferences	32	3	8	2	3	48
Number of students who have enrolled	26	1	5	1	1	34
Number of students who have deferred	0	1	0	1	0	2



## Target 1 - Year 12 Performance over a three-year average

### School Judgement – Progressing.

We celebrate our improvement in VET certificate completion rates. Our Median ATAR of 79.9% in 2022 is moving towards our goal of establishing a median ATAR higher than public schools. As a community we are utilizing strategic pathway planning to create success for all students.

Our WACE achievement rate is commensurate with our previous year's rate and although we do not have public school data for comparison, we continue our forward focus planning for our students to continue to thrive.

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

WACE Achievement Rate: count (% of eligible students)				
	2022	2021	2020	Three year average
School (Semester 2 Census)	92.5%	94%	90%	92.2%
Like Schools	89%	91%	92%	90.6%
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)				
	2022	2021	2020	Three year average
School	79.9	81.9	78.95	80.25
Public schools	81.9	80.25	79.25	80.46

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)			
	2022	2021	2020
Certificate III or higher	58 (*69)	141 (*212)	145 (*222)
Certificate II	48 (*58)	6 (*9)	6 (*7)
Certificate I	83%	66%	66%

### Year 12 Students completing a VET Certificate (during Years 10-12)

VET qualification code	VET qualification	Completed	Enrolled	Percent
HLT33115	CIII in Health Services Assistance	4	4	100.00
AUR20516	CII in Automotive Servicing Technology	2	2	100.00
CHC22015	CII in Community Services	2	2	100.00
UEE20511	CII in Computer Assembly and Repair	2	2	100.00
CUA20215	CII in Creative Industries	2	2	100.00
MEM20105	CII in Engineering	2	2	100.00
SHB20116	CII in Retail Cosmetics	1	1	100.00
ACM30117	CIII in Animal Studies	1	1	100.00
SIS30115	CIII in Sport and Recreation	28	30	93.33
10297NAT	CII in Applied Language	6	7	85.71
10661NAT	CIII in Applied Language	5	6	83.33
22473VIC	CII in General Education for Adults	4	5	80.00
MSL20118	CII in Sampling and Measurement	22	28	78.57
SIT20116	CII in Tourism	10	13	76.92
BSB20115	CII in Business	13	17	76.47
52831WA	CIV in Preparation for Health and Nursing Studies	13	17	76.47
SIS20115	CII in Sport and Recreation	31	41	75.61
BSB31115	CIII in Business Administration (Medical)	0	1	0.00
SIR30216	CIII in Retail	1	1	0.00





## Target 2 - NAPLAN/OLNA Performance over a three-year average

School Judgement – Achieved.

Students need to demonstrate a standard of literacy and numeracy to meet one of 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 On-line Literacy and Numeracy Assessment (OLNA) or by sitting the required OLNA each year in Years 10, 11 and 12 until the standard is met. Significant support is provided to identified students through mainstream classes, additional one on one sessions, and preparation classes.

Due to COVID 19, in 2020, students did not sit the usual NAPLAN tests but sat a composite OLNA test. In 2022, Year 9 students sat NAPLAN but there were again disruptions due to Covid-19, so these students had the opportunity to sit OLNA in Term 4 in 2022. Therefore 2021 data is best compared to 2018 and 2019 data as they are NAPLAN tests and 2022 data is best compared to 2020 data as these were both OLNA tests.

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

	Numeracy	Reading	Writing
2022	79.2%	83.1%	82.0%
2021	75.14%	65.5%	55%
2020	74%	82.7%	74%
2019	66.7%	60.0%	45.8%
2018	54.1%	57.9%	32.8%

2020 no NAPLAN due to COVID-19





**Target 3 - In the National School surveys, students will identify with levels of satisfaction (4+) in relation to:**

**School Judgement – Progressing.**

Data was not collected in 2020, 2021 and 2022 due to COVID impacts. A new survey will commence in 2023 and the data will be used to inform our Business Planning in 2024.

**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)	4.3	4.3	3.8	4.0
Students (5)	3.6	3.6	3.6	3.5
Parents (4)	3.8	3.8	3.8	3.8

The following questions were added to the 2020 survey and as such, no longitudinal data is available.

**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

School Judgement – Achieved.

***Classroom walkthroughs confirm a strong implementation of the Quality Teaching Strategy.***

With the continuation of LINKS, and especially the Impactful Teaching focus, the task was to develop a consistent yet flexible approach in lesson delivery across the whole school. Through professional discussions, theoretical applications and finally staff consensus, a three-phase model was developed that enabled all Learning Areas to employ a consistent approach in lesson delivery. The Lesmurdie Learning Experience was created which, at its core, allows for better

- student understanding of lesson intentions and success criteria,
- comprehension of key concepts through formative assessments and
- student reflections on personal performance.

Teachers believe in lifelong learning and a key focus of the Lesmurdie Learning Experience is an ongoing commitment to improving teaching quality. Feedback meetings have also been prioritised as best practice methods designed to improve teaching practice. Heads of Learning Areas (HoLAs) are working closely with the Executive to embed this lesson delivery format, enhance feedback to students and differentiate lessons for increased student achievement. Throughout the semester, HoLAs will be giving feedback to the Leadership Team on the successes and challenges of embedding this practice in their Learning Areas.

### Progress towards Targets

Target 1 - Year 12 Performance over a three-year average	
• WACE Achievement will equal or exceed public schools over a three-year average.	Progressing
• Median ATAR will equal or exceed public schools over a three-year average.	Not Achieved
• On average, VET completion will be above 80%.	Achieved
Target 2 - NAPLAN/OLNA Performance over a three-year average	
• Improvement in Year 9 NAPLAN writing results, in progress and achievement.	Achieved
• Increased percentage of students prequalifying for OLNA.	Achieved
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	Achieved
• Teachers at Lesmurdie Senior High School provide students with useful feedback about their school work	Progressing
• Teachers at Lesmurdie Senior High School motivate students to learn	Progressing
• My school gives me opportunities to do interesting things	Progressing
• I like being at my school	Progressing
Target 4 - Teaching and Learning Framework	
• Classroom observations confirm a 100% implementation of the new framework.	Achieved

# Priorities

Four priorities are identified in the School Business Plan 2020 – 2023. COVID-19 has impacted the progress of the strategies planned for each year. Despite these challenges, the commitment of both staff and students throughout 2022 ensured that good progress was made. Judgements are made annually in whole school review then collated across the school by our staff teams. The judgements are then considered to determine the progress and impact made to date.

## Key

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

## 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.

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	1
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	1
1.6 Utilize a data driven approach to student monitoring and feedback	2

Staff are moving towards consistency in embedding study skills, positive education and targeted literacy and numeracy plans through our strategic resourcing.

## 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.	1
2.3 Develop a whole school Teaching and Learning Framework and provide staff with ongoing support during its implementation	2
2.4 Develop and promote innovative and strategic applications of technology in the classroom	3
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

Our staff continue to innovate and excel in using technology for best outcomes for students. Further work is planned for 2023 to support differentiation in all classrooms.







### 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.	2
3.2 Continue to develop and implement the ethical and safe use of technologies, be responsive to changes and challenges in digital technology	2
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

Behaviour management through the Lesmurdie Way process combined with staff deliberately creating a safe environment is a success in all year levels, enabling students to learn at their optimum.

### 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	2

Successful strategies have been employed to garner authentic student voice in our school's decision making.



# Celebrating 2022

## YEAR 12 2022 AWARDS

The Arts	
General Dance Course Commendation	<b>Di-Andra Holt</b>
General Visual Arts	<b>Di-Andra Holt</b>
General Design Photography	<b>Alia Evans</b>
English	
General English	<b>Myla Odenko</b>
ATAR English	<b>Liza Kriel</b>
Mathematics	
General Mathematics Essential	<b>Michael Schofield</b>
ATAR Mathematics Applications	<b>Tayla Cushing</b>
ATAR Mathematics Methods	<b>Patrick Sbrana</b>
ATAR Mathematics Specialist	<b>Patrick Sbrana</b>
Health and Physical Education	
General Outdoor Education Course Commendation	<b>Tren Geraedts</b>
General Physical Education Studies	<b>Rorke Miles</b>
ATAR Physical Education Studies Course Commendation	<b>Liam Donaldson</b>
ATAR Health Studies	<b>Lauren Tindall</b>
ATAR Outdoor Education	<b>Tayla Cushing</b>
Science	
General Integrated Science	<b>Myla Odenko</b>
ATAR Biology	<b>Liza Kriel</b>
ATAR Human Biology	<b>Tayla Cushing</b>
ATAR Chemistry	<b>Tayla Cushing</b>
ATAR Physics	<b>Patrick Sbrana</b>
HASS	
General Career and Enterprise	<b>Tiana Pearce</b>
ATAR Modern History Course Commendation	<b>Shveni Mudgal</b>
Technologies	
General Children Family & Community Course Commendation	<b>Isabella Johnston</b>
General Automotive Engineering and Technology	<b>Michael Schofield</b>
General Materials Design and Technology Metals	<b>Michael Schofield</b>
General Materials Design and Technology Wood	<b>Ruby Rea</b>
VET	
Authority Developed Workplace Learning	<b>Ashley Crosbie</b>
Certificate II Hospitality	<b>Isabella Johnston</b>
Certificate II Sampling and Measurement	<b>Lauren Tindall</b>
Certificate II Tourism	<b>James Butler</b>
Certificate III Applied Language Italian	<b>Syreeta Kumar</b>
Certificate III Sport and Recreation	<b>Liam Donaldson</b>

The Kris Thyer Scholarship	<b>Ruby Rea</b>
Curtin University Principal's Recommendation Award	<b>Tayla Cushing</b>
Curtin University Principal's Recommendation Award	<b>Rebecca Moore</b>
Engineers Australia Certificate of Excellence	<b>Patrick Sbrana</b>
Sportsmanship Award	<b>Joseph Lo Biundo</b>
Sports Person Award	<b>Jordan Stone</b>
Leadership & Service Award	<b>Callum Pearce</b>
The Endeavour Award	<b>Brodie Johnson</b>
Ethics Award	<b>Senugi Rodrigo</b>
Future Teacher Award	<b>Asees Sidhu</b>
Citizenship Award	<b>Ashley Crosbie</b>
The Australian Defence Force Future Innovators Award	<b>Patrick Sbrana</b>
The ADF Long Tan Leadership and Teamwork Award	<b>Liam McLeod</b>
Ampol Best All Rounder Award	<b>Luke Bosnyak</b>
Max Borsei VET All Rounder Award	<b>Tiana Pearce</b>
AFL Sports Ready Physical Education Assistant	<b>Samuel Lo Presti</b>

### Year 12 Achievement

VET Dux	<b>Ashley Crosbie</b>
ATAR Dux	<b>Tayla Cushing</b>

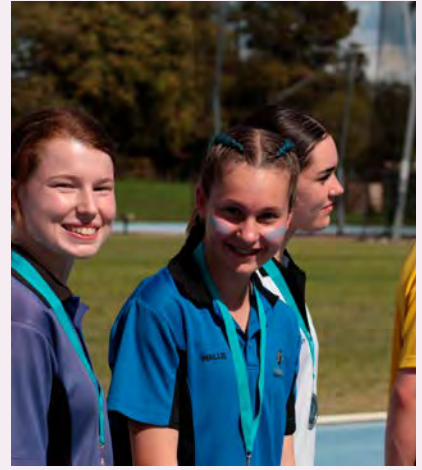
Certificates of Distinction	
<b>Tayla Cushing</b>	

Certificates of Merit	
<b>Amro Atta</b>	<b>Callum Pearce</b>
<b>Luke Bosnyak</b>	<b>Tiana Pearce</b>
<b>Liam Donaldson</b>	<b>Senugi Rodrigo</b>
<b>Owen Hughes</b>	<b>Patrick Sbrana</b>
<b>Liza Kriel</b>	<b>Michael Schofield</b>
<b>Shveni Mudgal</b>	<b>Lauren Tindall</b>

School Curriculum and Standards Authority Certificates  
A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates: 150–189 points = a Certificate of Merit. 190–200 points = a Certificate of Distinction.









2022 Course and Subject Awards are presented to students who achieved the highest A grade.

## YEAR 11 AWARDS

Authority Developed Workplace Learning	Elizabeth Allan
General Children Family and Community	Isabelle Leske
Certificate III Sport & Recreation	Grace Taylor
General Materials Design and Technology Metals	Sebastian Walton
General Materials Design and Technology Wood	Zac Weiman-Lee
General Design Photography Commendation	Riley Elfgren
Certificate II Applied Languages (Italian)	Alexia Estrada
General Automotive Engineering and Technology	Harry Fraser
ATAR Mathematics Applications	Komalpreet Kaur
General Drama	Cara Mackenzie
General Health Studies	Harper Martin
General Dance	Anae Mignot
General Music	Emily Nahler
Certificate II Applied Digital Technology	Declan Scott
General Physical Education Studies	Megan Taylor
Certificate II in Hospitality	Imogen Tunney
General Career and Enterprise and General Mathematics Essential	Jake Barnes
General English and General Visual Arts	Torrah Lewis
ATAR Human Biology and ATAR Outdoor Education	Taylah Post
ATAR Physics and Certificate II Workplace Skills	Roshini Sivakumar
ATAR Health and ATAR Physical Education Studies	Laura Stump
ATAR English ATAR Politics and Law and General Integrated Science	Chantel Stillisano
Certificate II Sampling and Measurement ATAR Biology ATAR Chemistry ATAR Mathematical Methods and ATAR Mathematics Specialist	Nicole Swaby

### Year 11 Achievement

CAREs Award	<b>Shaun O'Reilly</b>
Year 11 General Top student award	<b>Torah Lewis</b>
Year 11 ATAR Top Student award	<b>Nicole Swaby</b>



## YEAR 10 AWARDS

Art	Vy Pratt
Child Care	Emily Morriss
English Pre General	Sarah Ferguson
Industrials	Lincoln Cannon
Mathematics Stream 3	Chelsea Symons
Music	Dylan Weaver
School of Instrumental Music	Curtis Holland
Science Pre General Science	Ava Queiros
Special Outdoor Education	Hayden Pearce
Sports Science	Riley Campbell
Special Occasion Catering and	Isabella Bradtke
Science Pre ATAR Biological Sciences	Adia Grierson
Woodwork	Caleb Hughes
Computer Generated Imagery	Cameron Kew
Industrials and Metalwork	Colby Mason
Drama	Lyndal McLeod
Mathematics Stream 2	Chelsea Price
Photography	Nicola Rodgers
Physical Education	Nick Winchcombe
Computer Programming and Robotics	Maunil Parmar
English Pre ATAR Humanities and Social Sciences	Deveryn Stillisano
Dance Dimensional Design Health Italian Mathematics Stream 1 Science Pre ATAR Physical Science	Carmen Schmidt

### Year 10 Achievement

CAREs Award	<b>Chloe Post</b>
Year 10 Top student award	<b>Carmen Schmidt</b>





## YEAR 9 AWARDS

Art Mathematics General Photography	Misha Anwar
Caring for Kids	Caitlin Sewell
Computer Animation Science Stream 1 Woodwork	Luke Crawford
Computer Studies	Oliver Boniecki
Dance	Amelia Vickers
Drama	Georgia Holt
English	Chloe Oliver
Fun with Foods	Ayala Williams
HaSS Instrumental Music Mathematics Stream 1	Finn Kelly

Italian	Erin Collins
Metalwork	Tara Naderi
Music	Raymond Bian
Physical Education	Ruby Henshall
Robotics and Engineering	Connor Muijs
Robotics and Engineering Technical Graphics	Joshua Norton
Science General	Holly Tucknott
Sport Science	Jarron Atterton

### Year 9 Achievement

Year 9 DUX	<b>Finn Kelly</b>
------------	-------------------

## YEAR 8 AWARDS

Dance	Stacey Kennedy
Design and Technologies	Darcy Bundesen
Digital Technologies	Ava Damer
Digital Technologies	Erika Famiano
Digital Technologies	Layla Minchin
Drama	Samuel Deroost
English Engineering Hass Health Italian Science LEAP	Rosie Kelly
Home Economics Visual Art	Paige Dawson
Instrumental Music	Kael Davies
Instrumental Music	Hamish Guthrie
Mathematics General	Erin Reid
Mathematics Stream 1	Jonathan Naing
Music	Elisha Chen
Physical Education	Isla-Rose Gray
Science General	Oscar Della Franca

### Year 8 Achievement

Year 8 DUX	<b>Samuel Deroost</b>
------------	-----------------------

## YEAR 7 AWARDS

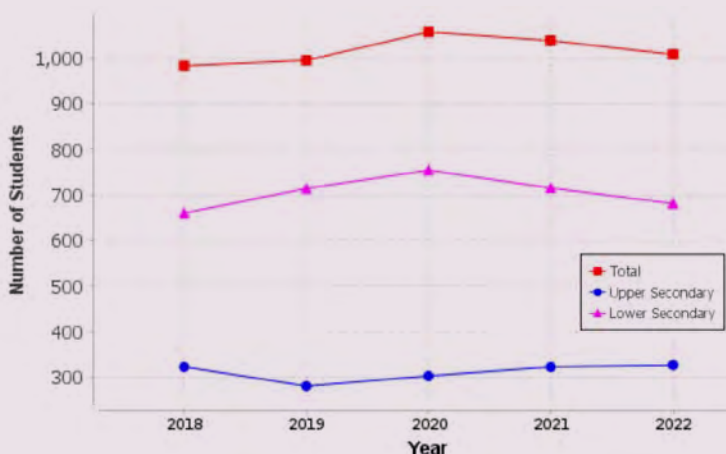
Art	Nelia Williams
Dance Health Science General	Jessica Kilburn
Design and Technologies - Food and Fibre Production	Zoe Cook
Design and Technologies - Materials	Charlotte Bradtke
Digital Technologies	Leah Wise
Drama	Tessa Forrest
English HaSS	Daniel Holt
Instrumental Music	Holly Robertson
Instrumental Music	Oliver Rushton
Italian	Paige Myles
Literacy	Damien Whibley
Mathematics General	Sabrina Della Franca
Mathematics LEAP	Krissy Kashyap
Music Physical Education	Jesse Rando
Music	Maximus Still
Science LEAP	Jessica Muijs

### Year 7 Achievement

Year 7 DUX	<b>Daniel Holt</b>
------------	--------------------

# Student Profile

SEMESTER 2 STUDENT NUMBERS



Semester 2	2018	2019	2020	2021	2022
Lower Secondary	660	714	754	715	681
Upper Secondary	323	281	303	323	327
Total	983	995	1057	1038	1008

Breakdown	Attendance	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	87.8%	106	37	14	14	60%	40%
Y08	86.1%	79	44	24	10	59%	41%
Y09	82.9%	79	64	31	16	52%	48%
Y10	81.3%	88	39	23	23	61%	39%
Y11	89.4%	126	35	11	7	48%	52%
Y12	91.9%	118	15	8	7	55%	45%
Compulsory	86.3%	596	234	111	77	56%	44%

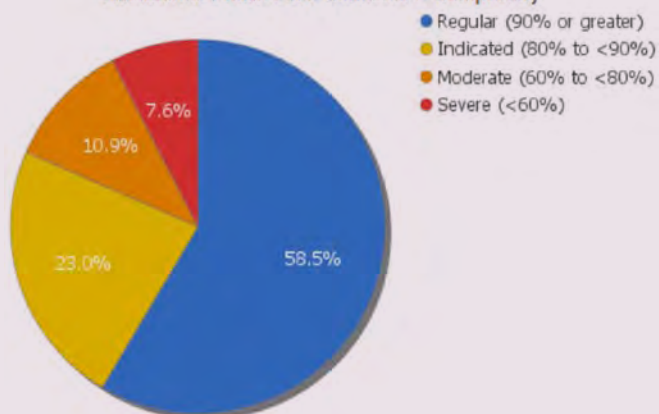
## STUDENT ENROLMENT

As a School of Choice, LSHS is experiencing stable student numbers. Due to high enrolment demand, the school can no longer offer places to students outside our catchment area, except for those enrolled in our LEAP program. This program has 32 Year 7 places available each year and in 2022, over 130 students applied for the program.

## STUDENT ATTENDANCE

Student attendance monitoring and management is a high priority of the Student Services team who work closely with identified students and families. At risk students are well supported and strategies put in place to develop resilience and commitment to attend school regularly. Students are acknowledged and rewarded at formal assemblies, using certificates and pins to congratulate their advanced and good standing achievements each semester.

Attendance Profile 2022 Semester 2 Compulsory



In 2022 our attendance rates were slightly under the recommended 90%, due to the impact of COVID19.





# Staffing Profile

In 2022 we had a number of new appointments to our staff to fill vacancies. This is a similar trend to previous years where staff gained promotional opportunities, retirements and movement to other schools. In the current education labour market, LSHS continues to attract high calibre applicants and healthy numbers, allowing us to choose exemplary teachers for our students.

**Our unique Curtin University Lesmurdie Internship Placement (CULIP) is innovative in encouraging pre service teachers into our school for an entire year before graduating.**

## Appointments

### TEACHING

4 permanent appointments, 10 fixed term appointments of which 3 have now become permanent.

### NON TEACHING

3 permanent appointments

Lesmurdie Senior High School recognise staff for outstanding service to our school and students through the Desborough Award, supported by Desborough Accountants in Kalamunda and the Board Awards, supported by the Lesmurdie Senior High School Board.

## 2022 BOARD AWARD AND DESBOROUGH AWARD WINNERS

**Congratulations to our Desborough Award winner, Career Practitioner Wendy Qasem**

2022 LSHS BOARD WINNERS:  
**Jeff Lever, Divya Jankee, Nat Baggen, Allissa Seddon, Adam Kohli**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	4.0	0	0.0	5	4.0
HOLA/Coordinator	13	8.8	0	0.0	13	8.8
Teacher	59	52.0	5	3.6	64	55.6
Mainstream EAs	1	1.0	0	0.0	1	1.0
Education Support EAs	9	8.1	0	0.0	9	8.1
Admin	19	13.8	1	0.5	20	14.3
Cleaner	12	5.3	1	0.5	13	5.8
Gardener	1	0.6	0	0.0	1	0.6
Other	13	9.4	0	0.0	13	9.4
Total	132	103.0	7	4.6	139	107.6







## Sporting Highlights

*Whilst COVID restricted our sporting activities in Semester One, it was wonderful that Semester Two saw huge numbers of students participating in basketball, netball, soccer and AFL at our Lightning Carnivals. Our Interhouse Athletics Carnival was a great day, filled with fun, colour and competition with Owen the overall winning faction. A few weeks later, our Interschool Team were promoted to B Division after an amazing win at the C Division carnival.*

Our students also had the opportunity to represent the school in SSWA competitions in soccer, basketball and volleyball.

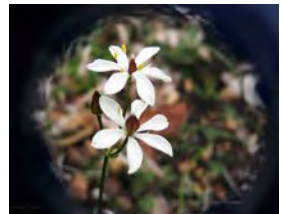
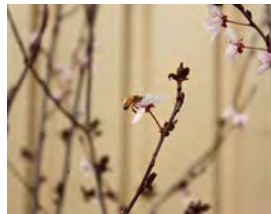
Special mention to our state representatives Abbey Henshall (Netball), Kayel Ascoli and Jayce Heal (Athletics).

Outdoor Education continues to be in high demand across Years 10 – 12 and is one of our top ATAR subjects. Our students excel at the OED camps, gaining knowledge, leadership skills, communication skills and resilience whilst stepping outside their comfort zones.



# Visual Arts

Lower School works display a reflection of our environment with a view to showing the beauty within our school and its surrounds. As students move into Senior School, the focus changes to promoting a cause – their chance to change the world around them.





# Lesmurdie Enrichment & Acceleration Program (LEAP)

*Our Department of Education approved specialist program for Math, Science and Engineering students differentiates course work to enrich, accelerate, prepare and assess students at a higher level. LEAP classes access extra-curricular activities that may include STEM, career pathways and cross-curricular related competitions, excursions, incursions, guest speakers and projects. Thirty two students in each year group from 7 to 10, along with 12 specialist teachers, make up our LEAP team.*

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. LEAP teachers have additional meetings throughout the year to collaborate on student progress and further develop cross-curricular (STEM) initiatives.

## 2022 LEAP INTAKE TESTING OF YEAR 6 STUDENTS (2023 YEAR 7 LEAP CLASS)

Visits are conducted with our five local Primary schools in which the LEAP coordinator informs students about the LEAP program and gives classes a mini-LEAP lesson. In 2022 these visits were cancelled due to COVID restrictions and were replaced by an online information video, posted on the school website. In 2023 the visits resumed, much to the delight of our local Primary School teachers and students. Facebook notices, printed brochures and an online parent information video and Power Point were used to promote the program to potential 2023 students. Year 6 students were invited to apply to be considered for the program and were then required to sit a formal test at the high school on a Saturday morning.

132 students (53 out of area) applied for the 32 places and of the 32 first-round offers made, 18 accepted (an improvement on the 2022 result). The non-acceptances were mostly due to separate GATE offers being made to and accepted by those students. Our scholarship selection process was conducted in Term 3. This process uses a written application from the students and an interview to determine the winner. Congratulations go to Janika Mapp for being selected as the 2022 scholarship winner.

All successful LEAP applicants attended a formal 'Pin Ceremony' in October in which they heard from a keynote speaker and received their official LEAP leaf-design pin.



## 2022 ENGINEERING

LSHS were very excited to be offering a new LEAP course to Year 8 students in 2022. In the interest of further promoting the school priority of STEM, Year 8 LEAP students will now be studying an Engineering Systems and Principles course. Students are introduced to engineering systems and principles in which they will have opportunities to investigate problems, develop a design process, research and evaluate different materials and devise solutions in a workshop setting. This course will require practical application of scientific and mathematical principles and understanding as part of the process of developing and maintaining solutions for an identified need or opportunity. Content covered included Electricity, Mechanical Power, Design Process, Workshop Safety and Skills, Group Design Challenges and more.

## 2022 EXTRA-CURRICULAR ACTIVITIES

Whilst COVID-19 restrictions again impacted our extra-curricular activities, our LEAP students managed to participate in a number of exciting activities.







## COMMUNITY AND INDUSTRY PARTNERSHIPS PROJECTS

These involve solving real world/ community issues. In 2022, our engineering students designed and built LED torches as well as BEE hotels that could be placed into the local environment. Our Year 7s also attended an excursion to CREEC in which they analysed the health of the Canning River.

## THE LEAP GUEST SPEAKER PROGRAM

Each semester local community Maths/Science (STEM) professionals as well as ex-Lesmurdie students are invited to share their career and study experiences with students. In 2022 we had university engineers as well as ex-LEAP students (Alumni) visit our classes to share their experiences working in STEM fields.

## EXCURSIONS

- Year 7** Nearer to Nature CREEC
- Year 8** Scitech Engineering
- Year 9** Sparks STEM conference
- Year 10** WISE Women in STEM excursion (Murdoch Uni) and SEEK Out Science Excursion (Murdoch Uni)

## AFTER SCHOOL STUDY PROGRAM

A dedicated LEAP after school study program attracted large interest from students and provided a more tangible support measure for underperforming students. The improvements in results for those students were our best in the last 3 years. As a result of this data, this program will run again in 2023, utilising LEAP teachers on a roster-based supervision strategy

## 2022 RESULTS (7 – 10): HIGHER THAN AVERAGE RESULTS

Results from LEAP students were outstanding both in comparison to mainstream classes and in interschool competitions:

Year Group	Maths A Grades		Science A Grades	
	LEAP class	All other classes	LEAP class	All Other classes
7	17	3	21	17
8	20	0	23	14
9	28	9	23	19
10	9	2	22	10

## COMPETITION RESULTS 2021

	Australian Maths Competition (7-10)	Australian Big Science Competition (7-9)	STAWA Science Talent Search Competition (Investigation Category)
High Distinctions	-	5	3rd place
Distinctions	2	11	Rosie Kelly and Kael Davies
Credits	50	34	
Proficiency	-	-	

## YEAR 10 ACADEMIC AWARDS

It was a pleasure to welcome back LEAP graduate Austin Guthrie as our Keynote Speaker.

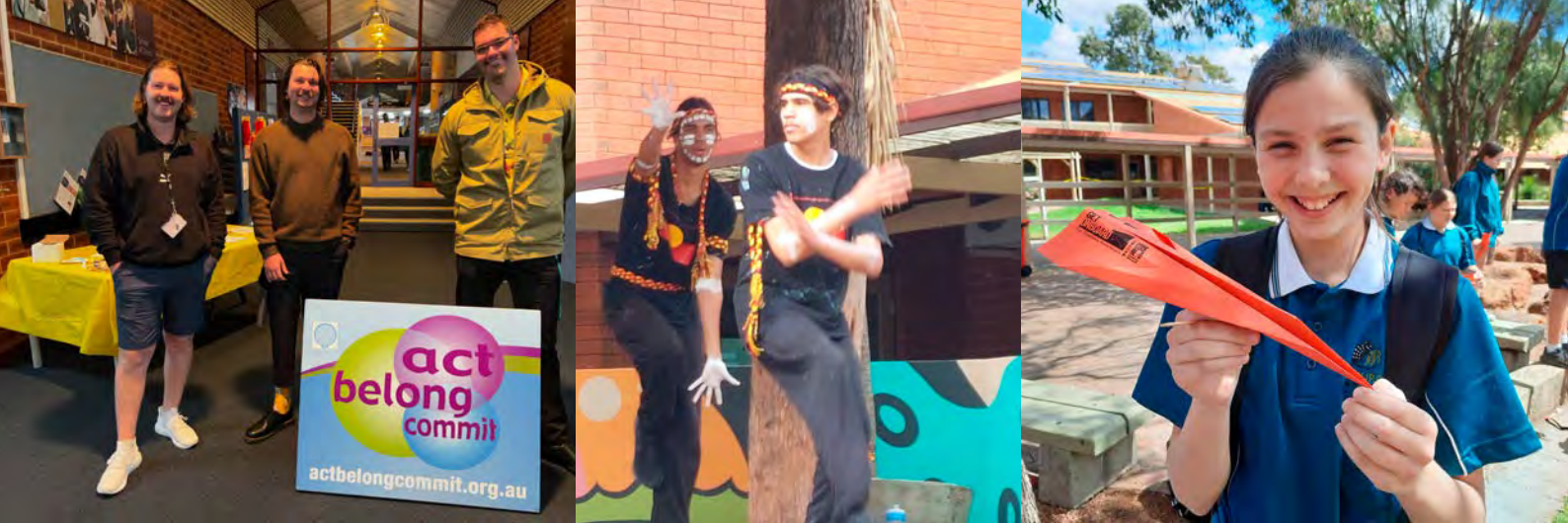
Congratulations go to the following award winners:

- Top Maths **Carmen Schmidt**  
Runner up Maths **Maunil Parmar**
- Top Science **Carmen Schmidt**  
Runner Up Science **Adia Grierson**
- Dux LEAP **Carmen Schmidt**  
Runner up Dux **Adia Grierson**
- CARES Award **Lyndal McLeod**

## YEAR 12 ATAR SUCCESS

2022 Median ATAR

<b>LEAP graduates</b>	<b>84.7 (24 students)</b>
Lesmurdie (All ATAR students)	79.9 (43 students)
Non-LEAP ATAR Students	76.75 (19 students)



## Lesmurdie TEAMS

***Launched in 2021, the Lesmurdie Teams sought to provide staff with the opportunity to influence school improvement initiatives and improve student outcomes. Linked to the values and priorities of the 2020- 2023 Business Plan, the name was changed to Lesmurdie LINKs in 2022, better reflecting the role of these groups.***

### THIS YEAR STAFF JOINED ONE OF SIX LINKS GROUPS:

- Diversity works to explore opportunities and develop practices to promote, celebrate and advance Diversity at LSHS with key focus on multiculturalism, reconciliation and the LGBTQI+ community.
- ICT helps both staff and students to be proficient, informed and independent in their use of ICT within the classroom
- Impactful Teaching provides implementation support strategies for staff to embed the Teaching and Learning Framework.
- Literacy and Numeracy reviews data from NAPLAN and OLN and uses this to support student improvement.
- Staff Wellbeing provides opportunities for all staff to connect regularly face to face and to improve staff understanding, awareness and access to resources
- Student Wellbeing harnesses student voice and builds a sense of belonging amongst the students, staff, parents and the local community

### KEY ACHIEVEMENTS FOR 2022 INCLUDE

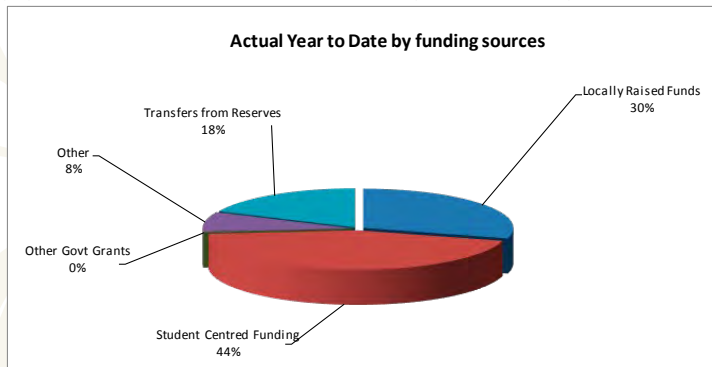
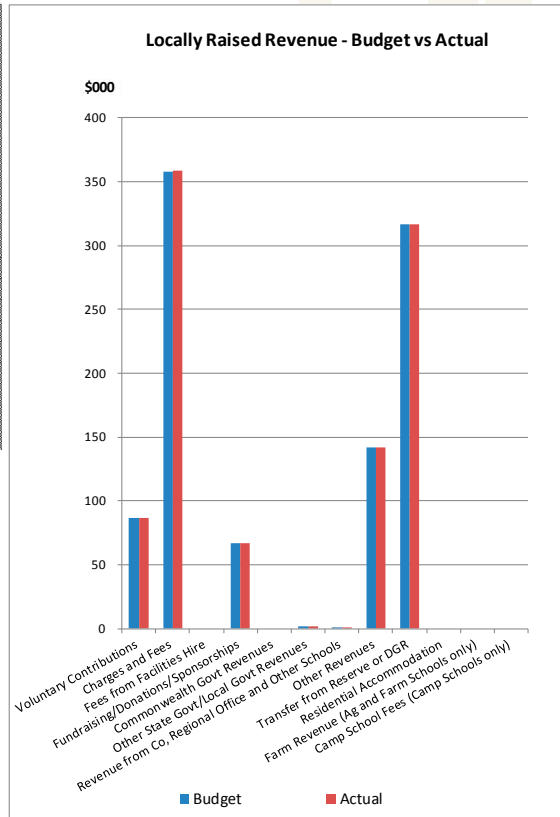
- Whole School consultation in identifying the three key impactful teaching foci
- Lesson design
- Feedback
- Differentiation
- Provided whole school Professional Learning in Lesson intention and Success Criteria statements, key ICT programs and Literacy and Numeracy
- Provision of Learning Intention and Success criteria magnets to promote visible learning in every classroom at LSHS
- Development of common Literacy and Numeracy tasks to be used across the Learning Areas and support for school wide strategy "writing prompts" through resources, ideas and professional learning
- Planning and running of several student wellbeing events including the inaugural Wellbeing Week, R U OK day, World's Greatest Shave and Hotdogs for Guide Dogs, Wear It Purple day and the inaugural Literacy and Numeracy LINKs Spelling Bee
- Development of Professional learning to support staff with strategies and process to manage students that make disclosures
- Utilising student voice and input in putting forward a successful application to receive Waste Wise School accreditation
- Creating and developing a centralised database for ICT information, tutorials, help guides and videos to assist staff in easier access and development using programs
- Implementing the integration of ICT programs (OneNote, Forms, Teams etc) into Year 7 teaching programs
- Learning Area feedback on the use of Lesson intention and Success Criteria goals
- Surveys of staff in identifying their professional learning needs to improve their understanding of writing clear lesson intentions and success criteria
- Formation operation of the 'Rainbow Road' LGBTQI+ student group
- Development of staff training resources relating to Dyslexia, Dyspraxia and other often undiagnosed learning disorders affecting student learning
- A variety of activities, events and resources focusing on staff wellbeing.



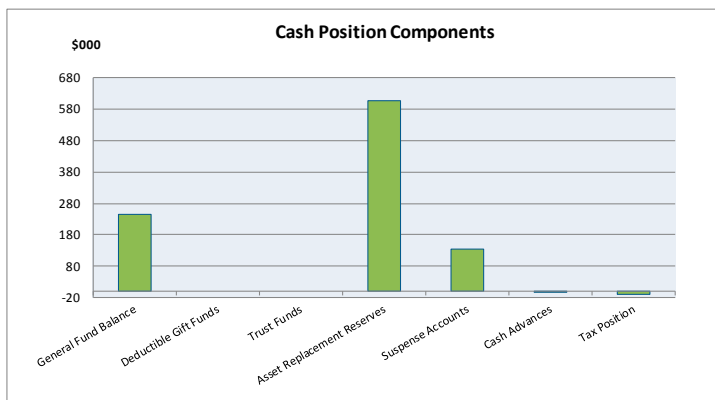
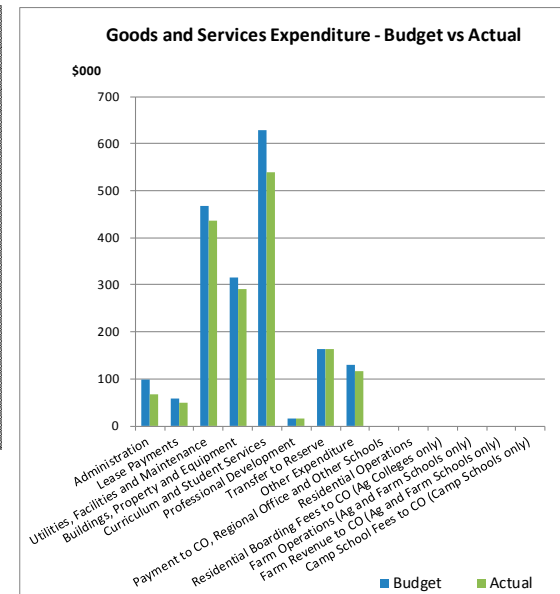


**Lesmurdie Senior High School**  
Financial Summary as at  
31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 86,478.20	\$ 86,478.20
2 Charges and Fees	\$ 358,142.24	\$ 358,232.76
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 66,692.15	\$ 66,692.15
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,731.10	\$ 1,722.48
7 Revenue from Co, Regional Office and Other Schools	\$ 495.00	\$ 480.00
8 Other Revenues	\$ 141,741.54	\$ 141,743.59
9 Transfer from Reserve or DGR	\$ 316,909.80	\$ 316,909.80
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 972,190.03</b>	<b>\$ 972,258.98</b>
<b>Opening Balance</b>	<b>\$ 182,604.52</b>	<b>\$ 182,604.52</b>
<b>Student Centred Funding</b>	<b>\$ 770,949.79</b>	<b>\$ 770,949.79</b>
<b>Total Cash Funds Available</b>	<b>\$ 1,925,744.34</b>	<b>\$ 1,925,813.29</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 1,925,744.34</b>	<b>\$ 1,925,813.29</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 98,247.63	\$ 67,856.62
2 Lease Payments	\$ 59,240.00	\$ 49,884.50
3 Utilities, Facilities and Maintenance	\$ 467,789.73	\$ 435,496.08
4 Buildings, Property and Equipment	\$ 316,560.10	\$ 291,163.91
5 Curriculum and Student Services	\$ 628,208.47	\$ 538,078.91
6 Professional Development	\$ 15,370.46	\$ 16,076.50
7 Transfer to Reserve	\$ 164,608.83	\$ 164,608.83
8 Other Expenditure	\$ 130,643.88	\$ 115,990.38
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,880,669.10</b>	<b>\$ 1,679,155.73</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 1,880,669.10</b>	<b>\$ 1,679,155.73</b>
<b>Cash Budget Variance</b>	<b>\$ 45,075.24</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 978,648.44</b>
Made up of:	
1 General Fund Balance	\$ 246,657.56
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 606,615.38
5 Suspense Accounts	\$ 134,606.50
6 Cash Advances	\$ (150.00)
7 Tax Position	\$ (9,081.00)
<b>Total Bank Balance</b>	<b>\$ 978,648.44</b>



# LESMURDIE

## SENIOR HIGH SCHOOL

T: 08 9291 1200

F: 08 9291 1234

[www.lesmurdie.wa.edu.au](http://www.lesmurdie.wa.edu.au)

21 REID RD LESMURDIE WA 6076



AN INDEPENDENT PUBLIC SCHOOL | THRIVING IN A NURTURING ENVIRONMENT