Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal: Gary Anderson
Board Chair: Tanja Pope
School Location: 436 Metcalfe Road, Parkwood WA 6147
School Classification: SHS Class 6B
Number of Students: 1111
Reviewers: Pauline Coghlan and Greg Clune (Lead)
Review Dates: Day One: 4 March 2014
Days Two and Three: 13 and 14 March 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.
School Context

What are the important features of this school’s context that have an impact on student learning?

Lynwood Senior High School commenced in 1974. Located 15 kilometres south of Perth, it provides a public education option for diverse socio-cultural families. The student demographics have substantially changed since the school opened. Initially, the school enrolled students whose parents were from a largely English background. In 2014, the socio-cultural background of students is diverse and represents 50 nationalities.

The school has not had any significant capital developments: it has a standard range of facilities for its programs and the infrastructure remains largely unchanged since construction in 1973 other than by the addition of a number of demountable classrooms.

The school’s vision is to provide Care, Commitment and Challenge for its students. It focuses on Sustainability Education as a point of difference which is embedded throughout the curriculum. Consistent values and celebration of student success are themes reflected in the school’s educational and pastoral strategies.

The school engages with a diverse community. Its Index of Community Socio-Educational Advantage (ICSEA) of 979 places it below the median ICSEA (1,000) and in the sixth decile of schools. Thirty-nine per cent of students are in the bottom quartile and 13% are in the top quartile of the ICSEA distribution. Student backgrounds are often complex. An Intensive English Centre for Year 8 to 10 students has been located at the school since 2011. The proportion of students with English as an Additional Language or Dialect (EAL/D) exceeds 50%: countries of origin include Afghanistan, Burma, People’s Republic of China (PRC), Malaysia, the Philippines and Thailand as the largest groups. An increasing challenge for the school is to continue the development of its support for EAL/D students and families.

There are 34 (3%) Aboriginal students currently enrolled.

Student enrolment is 1111 with 496 (44%) in Years 11 and 12. The largest cohort is Year 11 (373) with this number boosted by students enrolling at the school to access the Sports Education Development Australia (SEDA) program. After a period of reduction to 830 students in 2010, the enrolment
trend (2010–2013) shows a significant increase. With the entry of Year 7 students into secondary school and a full cohort Year 12, the school predicts student numbers to reach 1318 in 2015.

The school relies on its contributory primary schools (Bannister Creek, Brookman and Parkwood) for up to 75% of enrolments. Whilst the school's reputational capital has improved significantly over the last five years, it still faces a challenge to promote its status in the community.

Approved specialist programs are offered in soccer (Soccer Academy) and environmental and life sciences (EaLS) for academically talented students. The school identifies it loses a significant number of students to the GATE programs in other schools. The school offers a wide choice of learning options through the Vocational Education and Training (VET), SEDA, tertiary (ATAR) pathways and a Senior School Engagement Program through the Lynwood Environmental Academic Flexibility (LEAF) program. There is provision for students with special needs for whom there is a designated learning support coordinator assisted by education assistants and 20 school volunteers.

The teaching cohort shows an ageing profile and a potential retirement (loss) of significant experience: in 2013, 51% of teaching staff was aged 55 plus (32% over 60 years) and 19% under 35 years. Many teaching staff and school leaders are long-serving with 70% having been at the school for more than 10 years and 28% more than 20 years. Staff turnover is relatively low with no resignations since 2009 and few retirements. The potential for retirement indicates 25 (32%) teachers are/will be eligible to retire in the next five years. The increase in staff required to accommodate the full cohort Year 12 and the Year 7 intake will make 2015 a milestone year in terms of the availability and suitability of teachers. One of school's recruitment strategies is to maximise employment of graduates which has maintained a constant average staff age (50) profile since 2009: 12 graduate teachers were recruited in 2012 and 10 have continued into 2014.

Restructuring of support staff positions has included provision of additional assistance for the Business Manager and 'successful redistribution of processes and systems'.

The Board is actively engaged in decision making and is well informed of issues affecting the school. Membership includes parents, staff, feeder primary schools, former students and community members drawn from government and industry. An extension of the previous School Council, the
Board is not an incorporated body and operates under detailed terms of reference and a code of conduct with links to the School Education Act and Regulations. There is unambiguous delineation of operational and policy formulation matters. As part of its duties, the Board contributes to the development of the Business Plan and is engaged in monitoring and refining the priorities of the Business Plan. The Board engages in training and review of its effectiveness.

Parents and students expressed high levels of satisfaction with the school. In particular, they cited the range of opportunities available and the individual care provided. This reporting is consistent with the high levels of satisfaction from surveys of parents and students.
The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

Lynwood Senior High School has undertaken sustained and rigorous analysis of its performance. Data gathering has been comprehensive and the conclusions drawn about performance are consistent with the information obtained.

The targets and priorities of the Business Plan were determined as a logical extension of the school's previous strategic planning cycle and were developed collaboratively by the staff and the Board. Targets have been analysed and amended during the current improvement cycle. The school has been transparent in its analysis and findings which will be used to provide direction for the next Business Plan. Critical self-reflection has enhanced student learning. The priority areas and associated targets cover both academic and non-academic areas. The opinions of students, parents and teachers are systematically gathered, valued and respected.

There is an embedded process of review in the school and an across-staff acceptance of the process which suggests it will be sustainable.
School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The commitment to the care and success of every student is embodied in the Lynwood Senior High School Business Plan 2012–2015, the everyday operations and the range of opportunities and programs made available to students.

The three agreed priority areas in the Business Plan are: literacy and numeracy; student management and pastoral care; student success. Additionally, the school maintains an ongoing focus on the environment and sustainability.

All priority areas have a set of targets that have been collaboratively developed and are subject to systematic data collection and school-wide analysis by all layers of leadership in the school. Progress towards each target has been explicitly reported to the Lynwood Senior High School Board as is evidenced in the board minutes and the 2012 and 2013 annual reports. Every family receives a copy of the Annual Report which is accessible, also, on the school website.

The reviewers undertook interviews with parents, board members, school leaders, teachers and students as well as observing classroom lessons. The self-review processes and timing of data collection is explicit and understood by all staff. Time is set aside for the discussion of data and the implications of this information for the school and classroom practices. These discussions occur at every level: Principal, deputy principals, executive team, heads of department, teachers-in-charge, student services team, year coordinators, VET coordinator, individual teacher and staff meetings (which include teaching and non-teaching staff). This approach and associated documentation reflect an ongoing rigorous and responsive approach to self-review and improvement, with practices that are valued, thorough and highly reflective. The embedding of the school priority areas within all operational plans is evident, coupled with in-depth analyses of individual courses, which reinforces the whole-school direction, implementation of strategies and commitment to student success.

There is consistent evidence of rigorous monitoring and honest self-reflection in the transparent self-review process. In the priority area of literacy and
numeracy, the school set 12 achievement targets covering reading, writing, grammar, punctuation and spelling, and numeracy. After the first year of monitoring, the school recognised the need to clarify and rephrase many of the targets. This has resulted in greater transparency and meaning to all the achievement targets. The school understands the use of targets is not an end in itself: rather, targets are an integral part of planning that helps the school focus on what needs to be improved.

The My School® data indicates that, in 2011, in all four literacy areas tested in NAPLAN, the school means were below those of statistically similar schools. Two years later, all four literacy means have improved to being close to those of statistically similar schools. Improvements are also evident when the literacy performances are compared with the Australian average. In 2011, all four literacy areas were substantially below the Australian mean. By 2013, the averages in three areas have improved to below the Australian average with spelling performance being close to all Australian schools.

Improvement is evident in numeracy. In 2011, numeracy performance was close to that of statistically similar schools and improved to above statistically similar schools in 2012 and 2013. When comparing performance with the Australian schools average, numeracy was below the Australian mean in 2011, then improved to close to the Australian mean in both 2012 and 2013.

The school has met all its numeracy targets, some of its literacy targets and made progress towards other targets. It has identified reading as an area in need of continued improvement. The reviewers affirm the school’s judgements.

The school has an embedded whole-school approach to literacy. There is a documented literacy plan, developed by a very active literacy committee with representation from each learning area. The committee provides leadership in literacy. Every teacher is regarded as a literacy teacher and every learning area plan incorporates a focus on literacy. The school uses both external (NAPLAN) and internal (PAT-R) testing to inform judgements and assess student progress. Additional support is provided through the literacy co-ordinator, head of curriculum, reading resource teacher and education assistants. The underperforming subgroups have been analysed. One such group is EAL/D students, many of whom have transitioned from the Intensive Language Centre to mainstream classes. One-on-one support is also available and is provided through the volunteers program, education
assistants, homework club and remedial group work. This comprehensive approach to support every student in literacy development is well established.

The Student Management and Pastoral Care priority outlined in the Business Plan has two distinct foci: student attendance and behaviour and engagement (see next section: School Performance—Learning Environment). Ten of the 11 targets have been met. The very positive supportive environment and demonstrable care for all students was a consistent theme articulated by all who were interviewed: parents, students, board members and school personnel. It is particularly noteworthy that Lynwood Senior High School achieved over 90% attendance for every year group in 2013.

The student success priority has 15 targets covering an extensive range of measures including alignment of teacher judgements, Year 9 WAMSE results, success of the specialist programs (soccer and EaLS), the pathways, SEDA, ATAR, VET and Year 12 destinations. The range of the targets include:

- maintain median ATAR at or above 75+
- alignment of lower school grade allocations with like-school distributions for all learning areas
- continued aspirational target of 100% graduation for Year 12
- a trend to increase VET Certificate completion
- Specialist Soccer students obtain VET qualifications in Sports Coaching and Sports Officiating
- Increase attainment percentage to 75% by 2014
- Increase number of applications for EaLS program
- EaLS students achieve in the top 10% of cohort.

The school's annual review highlighted the need for greater clarity, reframing of some targets and the creation of new ones. Evidence of these ongoing modifications was sighted in review documents endorsed by the Board. The reviewers support this approach of making each target less complex, more specific and measurable.

The reviewers recommend that consideration be given to differentiating between the broader strategic targets suitable for the Business Plan and those targets of a more operational nature that would be better placed within each operational plan. One such area for consideration is teacher grading judgement alignment.
The school critically examines factors affecting its performance then adjusts its strategies in response to emerging trends or changes. The school's responsiveness to the required changes for 2016 by the School Curriculum and Standards Authority has been remarkable. The very low completion of Certificate II qualifications was the major concern. Emphasis on Certificate II completion is proactive and responsive. The progressive improvement over the past three years in the completion of Certificate II qualifications is impressive. The School Curriculum and Standards Authority Year 12 Student Achievement data confirms that, in 2010, 13% (3 students) of VET students achieved an Australian Qualifications Framework (AQF) Certificate II, compared with 38% (10 students) in 2011, 19% (6 students) in 2012 and 84% (109 students) in 2013. The resetting of the school's attainment target of 50% is now necessary due to the very significant Certificate II completion improvement. The improved attainment rate from 33% (48 students) in 2011, 38% (63 students) in 2012 to 74% (146 students) in 2013 is highly commendable.

This year, 92% of Year 12 students are enrolled in a training course at Certificate II level or above. Fifty-two students are enrolled in one qualification and 62 enrolled in more than one qualification. Twelve Certificate II and III courses (one Cert III) are currently undertaken by 114 Year 12 students. Ten certificate courses are delivered onsite with four certificates embedded in courses of study. To deliver courses onsite, staff must have a current Certificate IV qualification in Training and Assessment. To date, 22 staff have this qualification—the school supports staff to achieve this qualification.

Lynwood Senior High School is in partnership with four public and one private registered training organisations (RTOs) for both auspice and profile programs. The VET Co-ordinator and VET School Officer liaise with the RTOs, rigorously monitoring all certificate course enrolments, progress and completion rates. Written self-review documentation was made available.

The Intensive English Centre for Years 8 to 10 students maintains an enrolment of 82 students from many countries including Afghanistan, Philippines, Thailand, PRC, Sudan, Ethiopia, Malaysia, India, Iran, Myanmar, Pakistan, Sierra Leone, Iraq, Vietnam, Indonesia, Korea, and Germany. Approximately 20% of graduating students transition into the high school mainstream classes. This further highlights the importance of literacy in every classroom regardless of the subject taught. The school has embraced both the diverse cultures and the whole-school approach to literacy.
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The Specialist Soccer Academy, for both girls and boys, is an approved Gifted and Talented Education (GATE) Department of Education program and has been in operation since 2004. Opportunities for students to excel in areas of playing at an elite level, coaching, refereeing and organising events are provided. Two key targets reflect these goals. Soccer students have met the targets by obtaining qualifications in coaching and refereeing and obtaining places in elite teams at various levels.

Passion for the environment is the context through which Lynwood Senior High School developed the unique, approved specialist Department of Education applied academic EaLS specialist program. The program formally commenced in 2012. The discrete EaLS classes experience a cross-curricular approach to environmental sustainability through the four core areas of English, mathematics, science and society and environment. Whilst the program is only in its third year of implementation, there has been an increase in the number of applications from 45 in 2012 to 100 in 2014. The range of performance targets the school has set include the number of students choosing academic pathways in the senior school, students performing in the top 10% of their cohort and participating in a wide range of environmental projects within the school and community. The school is achieving good progress towards all targets and recognises the need for greater specificity and achievability in target setting.

Re-engaging students with limited schooling or achievement is the focus of the Lynwood Environmental Academic Flexible (LEAF) senior school engagement program. A maximum of 16 students in each Year 11 and Year 12 group are taught by a small, consistent group of teachers who form strong, positive relationships with students. The use of authentic, practical literacy and numeracy experiences, Certificate II in Horticulture, endorsed programs, Workplace Learning and development of independence skills has led to student successes. Indicators of success in 2013 include 100% Year 12 LEAF students achieving WACE, all LEAF Year 12 student attendance rate above 85% and all LEAF students successfully completing the Certificate II in Horticulture.

Lynwood Senior High School’s desire to further provide for various student learning styles was actively pursued in 2012, leading to the formation of partnerships to create connections that would enhance the school’s ability to offer greater opportunities for their students. Developing another avenue to fully engage students who were underachieving and/or disengaged through
their passion for sport required the formation of a critical mass of students. This led to a unique and innovative solution, namely the partnership with an external education provider, Sport Education and Development Australia (SEDA). To create a critical mass, students could enrol at Lynwood Senior High School from across the metropolitan area to access SEDA which offers an alternative style of education and training for Years 11 and 12 students. SEDA uses sport to engage, educate and empower students. The curriculum is developed around the students’ passion for their chosen sport. SEDA’s Sports Development programs are established around the sports of AFL, soccer, cricket and netball. Fremantle Dockers, Western Australian Cricket Association, Cricket Australia, Football West, Netball WA and Perth Glory are SEDA’s WA sport partners. Rather than attend Lynwood Senior High School classrooms, students’ learning is applied in community-based venues with a single dedicated teacher for the whole year. Sixty-four students (24 Year 11 and 40 Year 12) enrolled in 2013 from across the metropolitan area including 38 from private schools.

The 2013 SEDA program was a huge success in its inaugural year. All 40 Year 12 students achieved over 90% attendance rate, successfully completed their Certificate III in Sport and Recreation, Certificate II in Sport Coaching as well as achieving their WACE. The destination data indicates 12 SEDA graduates have been offered places at Central Institute of Technology to complete a Certificate IV/Diploma in Sport and Recreation; 10 students were offered places in Notre Dame’s Enabling Program and several have obtained Casual Cricket Officer positions at the WACA. This success has led to 160 students (Years 11 and 12) enrolling in Lynwood Senior High School’s SEDA program in 2014.

Lynwood Senior High School is commended for the provision of an extensive range of pathways in response to student interests, learning styles and needs, reflecting the school’s commitment to the care and success of every student.
School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?

There is a consensus from parents, board members and staff that the culture and image of Lynwood Senior High School has been transformed positively since 2009. The school is commended for changing community perceptions so that it is regarded as a safe and caring place where students are challenged to be successful. There is a respectful professional culture which is inclusive and supportive.

There is an expectation every student can be successful. The commitment to the care and success of every student is reflected in Lynwood Senior High School's diverse suite of opportunities and programs, covering academic, vocational and sporting disciplines, to suit student interests and learning styles. These are detailed in the previous section and are complemented by the provision for educationally at-risk students through a Learning Support Coordinator who is supported by school volunteers. There is a common framework for curriculum expectations and review and an expectation that the priorities of the Business Plan are embedded across the whole school to support student achievement. For each of the priorities, all learning area plans document specific targets, strategies, monitoring and analysis. This has brought about a shared understanding of expectations and provides focus for ongoing refinement of curriculum provision.

Priority has been given to the creation of an inclusive environment in which all students are supported to be successful in a safe environment. A critical focus of the previous Strategic Plan and the current Business Plan has been the implementation of strategies to promote student engagement, increase student attendance and reduce negative behaviours. The renewed, restructured and relocated student services teams have enhanced communications within the senior and lower school teams and improved student management.

The provision of student services is proactive, comprehensive and coordinated. Support for differing student needs is evident through strategies such as the Breakfast Club, the Rainbows program, Year 11 Essential Skills program and Building Independent Skills for those with special needs.
Resources have been directed to achieving positive outcomes through, for example, the creation of a Senior School Services Centre, and the Careers and Vocational Centre, which lead to systematic and coordinated approaches to improving student management.

Clarity of expectation and consistent monitoring of behaviour and attendance have been instrumental for improved outcomes and remain an ongoing focus for the school: high standards are set for behaviour, attendance, uniform and performance. The whole-school support for the Good Standing Policy is just one of many strategies which have contributed to building a positive approach to student management and the setting of high standards. In anticipation of the arrival of Year 7 students in 2015, the school has appointed a Year 7 Coordinator to facilitate their successful transition to high school.

The four attendance targets have been challenging. The school has met them all. Attendance rates now exceed 90% for all year groups. This achievement is regarded as a result of the attention to providing quality student support in which students feel safe and nurtured. The reviewers commend the school on the improved attendance rates.

The school set seven behaviour and engagement targets. Six have been met, which include a reduction in suspensions, bullying and negative Good Standing accumulation points. Whilst behaviour referrals have increased and that target has not been met, this increase is seen as an outcome of the greater attention and cross-school efforts to establish and monitor acceptable standards.

Teacher development, performance and succession planning are critical in providing a positive and stimulating learning environment. A comprehensive Workforce Development Plan 2012–2017 has been developed using 2011 staff data as the benchmark. It includes a staff performance management process linked specifically to the school’s priorities. The school demonstrated its Workforce Plan is an active document particularly as it anticipates requirements for 2015 through, for example, the reallocation of Level 3 positions and a Level 4 appointment to provide strategic direction for curriculum and pedagogy. Comprehensive staffing strategies, targets and milestones provide clear direction for critical staffing directions.

Lynwood Senior High School monitors its learning environment using the School Organisational Climate Survey. It has been part of a longitudinal study conducted by Curtin University to track the school climate. Students report the
school provides a safe and inclusive environment through which they are valued and supported.

Discussion with parents confirmed positive survey data. They consider the school provides options for students to achieve and be engaged. They confirmed the school has been on a steady trend of improvement. The provision of different ways to engage students in learning and the individual support provided when needed are valued. They believe the school provides a welcoming, supportive and inclusive community, their children enjoy school and there are positive relationships between students and staff. Staff, teaching and non-teaching, are regarded as very approachable and good at giving students a sense of individual options, pathways and advice. The interaction and communication between parents, teachers and students is very positive.
School Performance—Sustainability

*How well placed is the school to sustain and improve its performance into the next planning cycle?*

The reviewers observed a collaborative and determined commitment to improvement throughout the school.

The Principal and senior staff have undertaken comprehensive and rigorous self-analysis of performance. There is a strong commitment to improvement. The clear direction and support provided by the Principal and executive team are reflected in strong staff collaboration and collegiality. Through systematic monitoring, evaluation and reporting in terms of the Business Plan, there is an embedding of self-review practices across the school. The goals and strategies of all learning areas are framed to address the Business Plan priorities and focus areas with the unambiguous intention of improving provision for student learning in all domains. Staff have demonstrated capacity to effectively implement improvement processes.

The process of self-review provides a strategic basis to inform decision making. Priorities are clearly defined with appropriate strategies to realise these: there are clear and measurable outcomes with specific targets designed to enhance student learning. Priorities and targets are adjusted according to the evidence provided by performance data.

The school has well-developed governance processes which assist in oversight and reflection as part of the self-review cycle. Minutes of board meetings and discussion with members, show the Board is actively involved in the review and development of the school’s Business Plan, the annual review of the budget, the review of the performance and endorsement of the Annual Report. The Board has provided input into the school’s directions and is engaged in all aspects of the DPA expectations of a school board. The Board brings expertise, is open to learning and has the capacity to provide critical reflection on the school’s performance. The relationship between the Board and the Principal and school leadership is effective with a sense of mutually shared purpose that the school will provide success for all students and be well regarded in the community.

The school’s Workforce Plan is a strategic document which identifies staffing issues and challenges through to 2017, all of which have been well considered. The school believes its IPS status has given it greater capacity to
address workforce issues. The flexibility to select and appoint staff has resulted in staff re-profiling and strategic appointments, such as the appointment of a Level 3 Head of Curriculum to directly address identified needs.

Through the self-review of its performance in the first DPA cycle, the school has demonstrated it has embedded evidence-based reflection on the outcomes of priorities and associated targets. A range of strategies and resources are provided to meet the identified learning and pastoral needs of students. The school has well-established procedures for ongoing performance review which reflect sound data gathering and analysis which inform decisions regarding enhancing student performance. Lynwood Senior High School is well-placed to sustain its improvement framework to maintain its current levels of achievement and improve its performance.
Conclusion

Lynwood Senior High School rigorously self-assesses how well it is serving its students and its priority areas for improvement. This is an integral part of the school's processes for assessing and developing students and for managing and developing staff.

Clear direction and support is provided by the Principal and executive team. There is a collaborative and determined commitment to improvement throughout the school.

The Business Plan targets have been analysed and amended during the current improvement cycle. Progress towards each target has been explicitly reported to the Lynwood Senior High School Board and community through the 2012 and 2013 annual reports.

The focus on the care and success of every student is reflected in Lynwood Senior High School's diverse suite of opportunities and programs, covering academic, vocational and sporting disciplines, to suit student interests and learning styles.

There is a strong commitment from the Board, leadership and staff to provide a safe and supportive environment in which high standards are established to support positive outcomes for all students.

Lynwood Senior High School is well placed to sustain its current levels of achievement and improve its performance.

Commendations

The reviewers commend the school for excellence in the following areas:

- systematic, rigorous and purposeful data collection and analysis to direct meaningful change
- the establishment of a responsive, self-reflective culture which informs interventions across the school
- consultative review and planning processes
- embedded priorities and focus areas across the school
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- workforce planning analysis linked to the focus on student learning outcomes
- the provision of an extensive range of pathways in response to student interests, learning styles and needs, reflecting the school’s commitment to the care and success of every student
- significant improvement in the Year 12 Certificate II completion rates
- sustained WACE graduation rates
- improved performance in numeracy
- improved attendance and participation rates
- establishment of the Sport Education and Development Australia (SEDA) partnership
- provision of an inclusive and supportive environment for students
- the engagement of the Board in decision making.

Areas for Improvement

The reviewers identify the following areas for improvement:

- when developing the next Business Plan, consideration be given to differentiating between the broader strategic targets suitable for the Business Plan and those targets of a more operational nature that would be better placed within each operational plan
- the Board examine its composition in terms of the multicultural demographic of the school.
Declaration

We, the undersigned, hereby confirm the information provided in this findings document is, to the best of our knowledge, true and correct and is based on our assessment of the evidence provided by Lynwood Senior High School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

Greg Clune, Lead Reviewer
3 April 2014

Pauline Coghlan, Reviewer
3 April 2014

Richard Strickland, CEO, Department of Education Services
7/4/14