The School is now in the middle of its improvement planning cycle and we can reflect upon the differences that are being made with respect to student achievement, infrastructure and processes based upon the strategies and changes now in place.

In 2012 the school went through a “bedding down” process as the impact of operating as a newly instituted Independent Public School became real. The School Board was instrumental in providing Lynwood Senior High School with a profile into the community through visits by the Premier, Ministers, business leaders and high profile community members. By the conclusion of 2012 the reality of operating in this changed environment led to the financial benefits accrued through efficient management of resources. This has led to many opportunities in forward planning and the ability to realise infrastructure plans such as the creation of the Senior School Student Services Centre; Careers and Vocational Centre; the relocation of office staff to service these facilities which has also enhanced the service delivered to Lower School Students. These targeted projects have enhanced the commitment the school has to the management of each student in order to meet their educational needs.

In 2013, highlights were many and these continue to add to the school’s tradition and culture. We celebrated the success of our Year 12 students who maintained our consistency in the quality of their WACE performances and a modest improvement in certificate completion. These aspects now feature highly in the school’s improvement profile. Attainment, the new measure of senior school’s success, has in 2013, burgeoned with an almost doubling of the percentage of students achieving an ATAR of 55+ or completing a Certificate II or better. In addition, we have embarked upon an innovative outsourced Vocational Education and Training partnership with Sport Education and Development Australia (SEDA) that has further enhanced our senior school results and created a new dimension for students in our school and across the state. All 40 students enrolled at Lynwood completed their WACE and Certificates II and III in sport-related studies. This project has been possible through our IPS status and functionality, and is unique to Lynwood across all sectors of education and cannot be understated.

As a school, we continue to build traditions of excellence in our whole of school celebrations of Harmony Week, Anzac Services, Sustainability Week, social activities and the culmination of the year in the annual Presentation Evening. Further to these celebrations were the completion of the Aqua/Hydroponics Centre and the construction of the Wet Lands Project, and all have made 2013 a memorable and highly productive year. We thank all of our students, staff, parents and community members for their support in our mission to “commit to the care and success of every student!”

Gary Anderson
Principal
Priority 1
Literacy & Numeracy
In 2013, through our whole school approach and comprehensive monitoring of student literacy not solely reliant on national testing, stable cohort improvement was again significant. As this is commendable and validates our strategies, weaknesses have been highlighted in our sub-groups that will need greater attention in 2014. Clearly there is an increase in the number of students with Language Backgrounds Other Than English (LBOTE) and our Indigenous students who have not performed well in national testing. This has prompted a review of specific strategies to cater for these students and will focus on areas of professional learning from within the Teaching ESL in Mainstream Classes and will be applied systematically across the whole school. Clear reference to this is made in NAPLAN and school self-assessments to follow. In 2014, targets need to be flexible in order to accommodate changing school needs.

Reading

Targets 2012 - 2014
Achievement 2013
• Improve student book borrowing for Years 8 & 9. Achieved
• Reduce the percentage of students below the Minimum National Standard in NAPLAN reading results. Achieved (marginally), Achieved (stable cohort)
• Increase percentage of students achieving good and excellent achievement ratings in NAPLAN reading results. Achieved
• Increase percentage of students making moderate+ ratings in NAPLAN reading results from Years 7 to 9. Not Achieved
• Increase the percentage of students improving their results for school based testing and monitoring progress tools for Years 8, 9 & 10. Achieved

Self-Assessment
Reading comprehension continues to be a focus in 2013/2014 as we apply strategies in response to initial poor NAPLAN results. As part of this process the school has instigated detailed monitoring of student progress in addition to the NAPLAN testing cycle. Strategies and targets are detailed below:

The Data
1. School based data collection
a) Strategies were identified and applied to encourage greater student participation in reading from 2012 to 2013:
   • Target - book borrowing in 2013:
     Year 8
     • 91% of students borrowed one or more books
     • 65% of students obtained one or more certificates for reaching programme milestones.
     Year 9
     • 76 % of students borrowed one or more books
     • 55% of students obtained one or more certificates for reaching programme milestones.

b) Strategies were also identified to improve students’ reading comprehension. School based testing and monitoring processes have been applied:
   i. PAT R Online Comprehension Tests - percentage of students improving or maintaining good scores on previous comprehension tests. This strategy endeavours to provide the students with the necessary practice in attaining literal, inferential and evaluative understandings.
   Improvements were:
     Year 8 - 52%
     Year 9 - 66%
     Year 10 - 62%

2. NAPLAN - comparison 2010 - 2013 results

• Increase in the number of LBOTE students who completed the NAPLAN reading test from 14% to 52% in 2013. The number of LBOTE students performing below Minimal National Standard in NAPLAN reading is significant.

• Longitudinal improvement in mean NAPLAN scores in Reading for the whole cohort between 2010 and 2013 is evident with mean scores in the last 2 years higher than at any point in the last 5 years.

• Like schools continue to perform better, however, anecdotal examination of those schools indicates that Lynwood’s LBOTE proportion is in excess of like schools.

• The percentage of students not at minimum standard is marginally better than 2012 but the proportion of students in the lower 20% is higher overall.

• The mean for the stable cohort was 571, 15 NAPLAN points higher than all students tested.
Graph NAPLAN Reading Progress 2011-2013
Progress from Year 7 to Year 9 2013 - Reading

- Stable cohort and students who have been tested in Year 7 and 9, is in excess of Like, State and Australian schools improvement level

Comparative Reading Progress 2011 - 2013
Yr 9 2013 Reading Stable Cohort Yr 7 2011

- Improved performance of the stable cohort can be attributed to movement of students from the lower two bands of achievement to the upper two bands. This improvement is greater than Like Schools.
- Percentage of students obtaining “Good” achievement ratings maintained and small increase noted in percentage of students achieving “Excellent” achievement ratings in subgroups measured.
- Closer alignment of percentage of students in the top group compared to Australian Schools.
- Stable cohort achievement is on par with Like Schools and is better than Australia Schools.

Student Progress and Achievement Compared with Like Schools
NAPLAN Reading Year 7 2011 to Year 9 2013

- Both progress and achievement of the stable cohort are situated in the desirable upper right quadrant. Consolidation and consistent application of whole school strategies coupled with explicit teaching are still required.
Writing

Targets 2012 - 2014

Achievement 2013
• Reduce the percentage of students Below the National Minimum Standard in writing NAPLAN results. Not Achieved
• Increase the percentage of students achieving good and excellent achievement ratings in writing NAPLAN results.
Partial Achievement
• Align the percentage of students in Bottom, Middle & Top groups closer to the percentage of Australian Schools in NAPLAN results. Not Achieved
• Increase the percentage of Years 8, 9 & 10 students improving in their results for school based testing of Sentences/Paragraphing. Partial Achievement

Self-Assessment
Strategies for Persuasive Writing continue to be applied in response to initial poor NAPLAN results in 2011. A detailed monitoring program of student progress external to the NAPLAN testing cycle has been instigated by the school. Strategies and targets are detailed below:

The Data

1. School Based Programs and data collection:
The strategy was to improve students’ Sentencing/Paragraphing capabilities through the provision of frameworks and explicit teaching. In school based testing, the percentage of students improving or maintaining good results compared to previous school based tests:
Year 8
a) Synthesising Information – 50%
b) Sentences/paragraphing – data not available
Year 9
a) Synthesising information – 71%
b) Sentences/Paragraphing – 43%
Year 10
• Synthesising information – 43%
• Sentences/paragraphing – 52%

2. NAPLAN - comparison 2010 - 2013 results

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>2011</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td>2012</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>2013</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

• Increased percentage of students performing Below National Minimum Standard in results for NAPLAN writing. However, this can be attributed to the increase in LBOTE students completing the test.
• The mean for the stable cohort was 540, 13 NAPLAN points higher than all students tested.
Grammar & Punctuation

Targets 2012 - 2014
Achievement 2013
1. Reduce percentage of students Below the National Minimum Standard in NAPLAN Grammar and Punctuation results. Not Achieved (all students) Achieved (Stable Cohort)
2. Align percentage of students in Bottom, Middle & Top groups closer to the mean percentage of Australian Schools in NAPLAN Grammar and Punctuation results. Partial Achievement
3. Increase percentage of Years 8, 9 & 10 students improving their results for school based testing of Grammar and Punctuation. Partial Achievement

Self-Assessment
Under performance depicted in Year 9 NAPLAN results 2011/12 for Grammar and Punctuation has led to strategies to improve Grammar and Punctuation across all lower school cohorts. School based data is collected wherever practical and in 2013 no comparative data was available for Year 8 students.

The Data
1. School Based Programs and data collection:
   Year 8 - no data
   Year 9 - students improved by 48% from Year 8 results
   Year 10 - students improved 58% (this cohort also improved 34% in 2012)

2. NAPLAN - comparison 2010 - 2013 results
   
<table>
<thead>
<tr>
<th>Year</th>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>16%</td>
<td>64%</td>
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<td>2012</td>
<td>13%</td>
<td>61%</td>
<td>25%</td>
</tr>
<tr>
<td>2013</td>
<td>21%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>State</td>
<td>19%</td>
<td>61%</td>
<td>20%</td>
</tr>
<tr>
<td>Like School</td>
<td>18%</td>
<td>65%</td>
<td>17%</td>
</tr>
<tr>
<td>2010</td>
<td>14%</td>
<td>62%</td>
<td>24%</td>
</tr>
<tr>
<td>2011</td>
<td>19%</td>
<td>65%</td>
<td>16%</td>
</tr>
<tr>
<td>2012</td>
<td>19%</td>
<td>65%</td>
<td>16%</td>
</tr>
<tr>
<td>2013</td>
<td>19%</td>
<td>65%</td>
<td>16%</td>
</tr>
</tbody>
</table>

   • Increase in the percentage of students Below National Minimum Standard. However, only 7% of students who do not have a Language Background other than English (LBOTE) performed Below National Minimal Standard. This is less than Australian Schools.
   • The mean for the non-LBOTE sub-group was 571, 23 NAPLAN points higher than all students tested and above State mean and just below Australian mean performance.

   • Both progress and achievement of the stable cohort are situated in the desirable upper right quadrant. Consolidation and consistent application of whole school strategies coupled with explicit teaching are still required.

   • Whilst the all student mean has declined from 2012 to 2013 the overall performance with significantly higher LBOTE numbers of students is at the highest level in 5 years.
• Compared to Like, State and Australian schools, students have attained higher progress and higher achievement in Grammar and Punctuation.

• Stable cohort performed better than Like Schools and Australian Schools.

Student Progress and Achievement Compared with Like Schools

NAPLAN Grammar & Punctuation Year 7 2011 to Year 9 2013

Graph NAPLAN Progress 2011-2012
Progress from Year 7 to Year 9 2013 - Grammar & Punctuation

- Compared to Like, State and Australian schools, students have attained higher progress and higher achievement in Grammar and Punctuation.

- Stable cohort performed better than Like Schools and Australian Schools.

Spelling

Targets 2012 - 2014
Achievement 2013

- Progress students’ spelling age to their chronological age or above. Achieved

- Align percentage of students in Bottom, Middle & Top groups closer to the percentage of Australian School in NAPLAN Spelling results. Partially Achieved

Self-Assessment

Spelling was also identified as another focus area due to poor NAPLAN results in 2011. A detailed monitoring strategy of student progress outside of the NAPLAN testing cycle was instigated in 2012/13. Strategies and targets are detailed below:

The Data

1. School Based Programs and data collection:

   Strategies such as whole school use of frameworks have been applied. Target was to progress students spelling age to their chronological age.

   Percentage of students who have progressed to their chronological age or above in spelling:

   - Year 8 - 66%
   - Year 9 - 66%
   - Year 10 - 73%

2. NAPLAN - comparison 2010 - 2013 results

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Like School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Spelling</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>Top 20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>65%</td>
<td>51%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>

- Closer alignment to the percentage of students in Australian Schools for students that do not have a Language Background Other Than English.

- Increase in the percentage of students achieving higher bands of performance whilst there has been a modest increase in the number of students not attaining minimum standard.

- The mean for the LBOTE sub-group was 583, 13 NAPLAN points higher than all students tested and above State mean and equal to Australian Student’s mean performance. Convention based explicit teaching has favoured this result and goes against previous analyses of the LBOTE sub-group.
Students performing above like schools in NAPLAN spelling, indicates an improving trend since 2009.

Compared to Like, State and Australian Schools, students have achieved higher progress and higher achievement in Spelling.

Student Progress and Achievement Compared with Like Schools
NAPLAN Spelling Year 7 2011 to Year 9 2013

Higher Progress
Lower Achievement
Higher Progress
Higher Achievement

Lower Progress
Lower Achievement
Higher Achievement

School Data | Comparative Data

School mean equal to the mean for Australian Students.
A higher percentage of students achieving in the ‘Top 20%’ compared both to “Like Schools” and “All Australian Schools”.
An increase in the percentage of students in the ‘Lower 20%’ – this is equal to mean of all Australian Student results. As with Literacy measures the 2013 cohort has been dominated with an increase in the proportion of students in the sub-groups of LBOTE and ATSI. Whilst these have been identified previously as requiring specific intervention and mitigation strategy it is now imperative to action this recommendation.

Over the last 5 years continuous high level mean performance is in excess of like schools and is congruent with the mean performance of Australian Students. In recent times the advent of explicit teaching, the use of Mathletics as an engagement and improvement strategy and concentrated Australian Curriculum content has led to this result.

Self-Assessment
The following are the features of NAPLAN 2013 results:

Comparison 2010 - 2013

Year 9 Numeracy

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>20%</td>
<td>17%</td>
<td>27%</td>
<td>27%</td>
<td>17%</td>
<td>13%</td>
<td>17%</td>
<td>13%</td>
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<tr>
<td>Middle 60%</td>
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<td>53%</td>
<td>61%</td>
<td>66%</td>
<td>68%</td>
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<tr>
<td>Bottom 20%</td>
<td>22%</td>
<td>24%</td>
<td>16%</td>
<td>20%</td>
<td>23%</td>
<td>21%</td>
<td>15%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Numeracy

Targets 2012 - 2014
Achievement 2013
1. To progress at least 5% of students with Limited Numeracy Performance (< band 4/5) in NAPLAN results to a minimum of Satisfactory Numeracy Performance (at band 6 or <) from Years 7 to 9 similar/above levels of like schools.
Achieved (stable cohort)
2. Mathletics allocation of 1000 points/fortnight with Year 9 achievement 50% and Year 10 achievement 55% (this target has been deferred until the Mathletics software is made available to all students in lower school in 2014)
Students achieving National Minimum Standard Band 6+

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lynwood</th>
<th>Like Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>88%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Reading</td>
<td>89%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td>74%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Spelling</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80%</td>
<td>74%</td>
<td>84%</td>
</tr>
</tbody>
</table>

* Improvement over 2012

Note: Like Schools 2013 are now a significantly different group than compared in 2012 due to an ICSEA decline in previous like school group.

National Testing Summary

Analysis & Recommendations

The drop in the percentage of students meeting the National Minimum Standard in 2013 is disappointing. Again sub-group strategies are identified as critical in closing the gap and reducing this deficit. The vast majority of students below National Minimum Standard have a Language Background Other Than English (LBOTE) and all of them were not tested in Year 7 (2011). In addition, a small number of students (6) were current Intensive English Centre students with little more than a year in Australia. These students were exempt from testing in 2012. Clearly it is evident that there has been a sharp increase in the number of students with a LBOTE in this Band (3 in 2012, 13 -20 in 2013) with nearly 55% of all students tested in 2013 with a LBOTE. These students are a priority to receive better support for the NAPLAN (see analysis in all National Testing comments mentioned previously) and across the school in transition to mainstream areas of study. Improvement for this group of students is critical with the new Western Australian Certificate of Education (2016) requirement of Literacy and Numeracy competence and will prepare these students for success in senior school and beyond. Strategies will also improve the school's overall achievement of the minimum standard.

- As a summary of the previous analysis, Numeracy performance and progress are situated well into the desirable top right quadrant.

- Clear progress is being made by students in lower achievement bands towards higher levels of Numeracy competence and is evidence of sound and consistent teaching strategies being applied in the classroom.
Priority 2. Pastoral Care and Student Management

School Population Semester 1 2013

In 2013 the student population of Lynwood returned to a positive trend with the consolidation of enrolments in the Specialist Programs as well as the enrolments in the Intensive English Centre. Enrolments in 2013 reflect a large influx of non-English background students. In our recent NAPLAN testings it was revealed that the cohort in Year 9 was comprised of more than 50% of these students. This poses the largest challenge in meeting the educational needs of all of these students in all facets of school life and academic success. Growth of the school population has been a consistent upward trajectory and with the introduction of Sport Education Australia (SEDA), Vocational students has seen this growth in senior secondary accelerate markedly. In 2014 the number of SEDA students will increase from 64 in 2013 to over 170 students.

Table of Student Population by Year Group 2013

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>1017</td>
<td>196</td>
<td>219</td>
<td>252</td>
<td>145</td>
<td>205</td>
</tr>
<tr>
<td>Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>196</td>
<td>219</td>
<td>252</td>
<td>145</td>
<td>205</td>
</tr>
</tbody>
</table>

Graph of Student Population Trend 2009 - 2013

Semester 2 Student Numbers

Attendance in 2013 was maintained at the levels of improvement set in 2012. Specific targets for Years 9, 10 and 11 were met whilst Year 8 and 12 continued to trend towards target. Overall attendance continued beyond the target of 90% and continues to exceed expectations of a school in this SES band (6). Again a clear set of procedures, expectations set for students, a culture of engagement and student case management have been the consistent focus.

Longitudinal Attendance Rates Per Year Group

<table>
<thead>
<tr>
<th></th>
<th>Y08</th>
<th>Y09</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>93%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>2008</td>
<td>91%</td>
<td>87%</td>
<td>84%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>2009</td>
<td>91%</td>
<td>88%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>2010</td>
<td>93%</td>
<td>89%</td>
<td>88%</td>
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<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>89%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>2012</td>
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<td>90%</td>
<td>89%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
<td>94%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>State 2013</td>
<td>90%</td>
<td>87%</td>
<td>85%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Comparative Attendance Rates 2010 - 2013

Analysis

- These figures are a result of the influx of students enrolled in the SEDA Program and the transfer across to mainstream from the Intensive English Centre in conjunction with the support from the community to make Lynwood a school of choice for its local students.
- Whilst comparative data is not accessible, retention of students to Year 12 is well in excess of State averages.

Graph of Student Population Trend 2009 - 2013

Semester 2 Student Numbers

Table of Student Population by Year Group 2013

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Graph of Student Population Trend 2009 - 2013

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<td>93%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>91%</td>
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<tr>
<td>2008</td>
<td>91%</td>
<td>87%</td>
<td>84%</td>
<td>86%</td>
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<tr>
<td>2009</td>
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<tr>
<td>2010</td>
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<td>2011</td>
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</tr>
</tbody>
</table>

Comparative Attendance Rates 2010 - 2013

Analysis

- These figures are a result of the influx of students enrolled in the SEDA Program and the transfer across to mainstream from the Intensive English Centre in conjunction with the support from the community to make Lynwood a school of choice for its local students.
- Whilst comparative data is not accessible, retention of students to Year 12 is well in excess of State averages.
Behaviour and Engagement

Targets 2012 - 2014
Achievement 2013
- Behaviour referrals to diminish over 2012 to 2014. Reporting has increased
- Percentage of student Suspensions to remain below 7% of student population between 2012 and 2014. Achieved
- Positive Standing and distribution of incentives to reflect an increasing trend of student engagement in the classroom and the school community. Positive Trend
- Good Standing to reflect a decrease in the negative accumulation of points. Positive Trend
- Formal reports reflect attitude, behaviour and effort as a positive trend between 2012 and 2014. Positive Trend

Analysis of Behaviour
- Behaviour referrals did not diminish 2013 and reflected inefficiency in tracking processes. The Student Management and Pastoral Care Flowchart and referral process has been reviewed and updated for 2014. A continued focus on the entering of information into the school's management system.
- Percentage of Student Suspensions to remain below 5% of student population between 2012 and 2014 (overall suspension rate below 5% in 2013 at 4.51%). A significant improvement has been evident in Year 11-12 in 2013 indicating students are being case-managed effectively.
- Positive Standing and distribution of incentives to reflect an increasing trend of student engagement in the classroom and in the school community (an increased number of students with Advanced Standing in 2013). A plan to increase the special privileges for students with Advanced Standing in 2014.
- Good Standing to reflect a decrease in the negative accumulation of points (progressing towards target). The Good Standing Policy updated for 2014 based on staff feedback to better case-manage the negative accumulation of points for students at risk.
- Formal reports reflect attitude, behaviour and effort as a positive trend between 2012 and 2014 (trend to target being achieved particularly in Year 10-12). A continued focus on students working to be best of their ability, being well organised and meeting deadlines in 2014. Recommendations for 2014 - Targets updated to include overall ranking of consistency and often for all reported attributes. Elevate Education to again deliver workshops such as Study Sensei and Time Management in 2014.

Analysis of Attendance 2013
- Every year group has achieved greater overall attendance than at any time over the last 4 years except for Year 12.
- Year 9 was the only year group not to improve their regular attendance at target level (or at aspirational target level) but was still the second highest regularly attending year group.
- Overall, the regular attendance has improved again in 2013 by 3%, Indicated and moderately at risk sub-categories have reduced to achieve this result. Severely at risk students have remained static.
- Semester 2 results are not presented here but reflect a downturn in regular attendance. These data are not able to be compared with other schools and may be a common occurrence. Further research is required to establish benchmarks and targets.
- 2013 was the first year that a significant number of families left on overseas or extended vacations. In Semester 1 nearly 100 students were affected in this way. An information and awareness raising campaign was introduced and will hopefully gain traction in 2014.

Analysis of Behaviour
- Behaviour referrals did not diminish 2013 and reflected inefficiency in tracking processes. The Student Management and Pastoral Care Flowchart and referral process has been reviewed and updated for 2014. A continued focus on the entering of information into the school's management system.
- Percentage of Student Suspensions to remain below 5% of student population between 2012 and 2014 (overall suspension rate below 5% in 2013 at 4.51%). A significant improvement has been evident in Year 11-12 in 2013 indicating students are being case-managed effectively.
- Positive Standing and distribution of incentives to reflect an increasing trend of student engagement in the classroom and in the school community (an increased number of students with Advanced Standing in 2013). A plan to increase the special privileges for students with Advanced Standing in 2014.
- Good Standing to reflect a decrease in the negative accumulation of points (progressing towards target). The Good Standing Policy updated for 2014 based on staff feedback to better case-manage the negative accumulation of points for students at risk.
- Formal reports reflect attitude, behaviour and effort as a positive trend between 2012 and 2014 (trend to target being achieved particularly in Year 10-12). A continued focus on students working to be best of their ability, being well organised and meeting deadlines in 2014. Recommendations for 2014 - Targets updated to include overall ranking of consistency and often for all reported attributes. Elevate Education to again deliver workshops such as Study Sensei and Time Management in 2014.
Priority 3. Student Success
Lower School Academic Achievement

Targets 2012 - 2014
Achievement 2013
• Specific alignment of NAPLAN results in Year 9 with the grading distributions of:
  - English Not Achieved
  - Mathematics Achieved
• WAMSE test results reflect a trend to increase the percentage of high-end achievement and the reduction of students not at minimum standard in both Science and Society and Environment. Not Achieved
• Alignment of lower school grade allocations with like schools distribution for all learning areas. Progressing
• Aspirational target to increase A and B grade percentages in line with state notional distributions for all learning areas. Progressing
• Decrease lower end performance (D and E grades) whilst eliminating the not assessed category of performance rating. Progressing
• Specialist Soccer students obtain qualifications in coaching and officiating. Achieved
• An increased trend of students winning places in elite teams at sub-junior. Achieved

NAPLAN Mathematics, English Alignment

NAPLAN % Distribution Year 9 - 2013

![Graph showing NAPLAN Mathematics and English distribution](image)

School Grade % Distribution Year 9 - Semester 1, 2013

![Graph showing school grade distribution](image)

Analysis
NAPLAN Alignment
Mathematics
• NAPLAN ratings of Good and Excellent indicate that more students are capable of higher grades than have been awarded.
• NAPLAN ratings of Satisfactory reflect some overlap of students in D and C grade profiles and also reflect some students who are capable of a B grade. Currently differentiation of students in the middle of the grade profile needs some attention.
• Students achieving in the Limited rating are achieving C grades, and again some attention needs to be placed on differentiating low and upper middle performance.
• In general terms, the rank position of students in both NAPLAN and Mathematics grading is highly correlated.
• The school has invested in the introduction of the Australian Curriculum, and this has resulted in heightened expectations of performance at the upper end of NAPLAN ratings but has not translated into class grades that reflect this standard.

English
• The interpretation of alignment between NAPLAN Ratings and the English grade distribution requires a high correlation of the rank order of both profiles. This is not a highly correlated match and doesn’t validate the grading process, especially in the upper limited rating, and in the Middle and lower Good rating profiles. In these areas student school performance is not consistent with or aligned to NAPLAN results and requires further internal focus on moderation and making consistent judgements against a standard.
• The Lowest and Highest performers are highly correlated in ranking between NAPLAN and school based measures. The lowest performers are drawn heavily from the LBOTE sub-group and have been identified as needing priority attention through English as a Second Language Dialect classes.
• The school in conjunction with the English Faculty, is concentrating on consolidating moderation practices to develop a stronger alignment between measures as previously stated.

WAMSE Year 9 Performance 2013
In 2011, WAMSE results in both Science and Society and Environment reflected poor performance and over-representation in the lowest 20% and under-representation in the upper 20% of results. Added to this, the percentage of students at minimum standard was well less than 50%. In 2012, consolidation in program alignment (timing of content to match tested material), test technique and test familiarity were developed to enhance a perceived deficiency in test culture. The improvement in 2012 was substantial and vindicated the strategies employed. In 2013, these same strategies were again instituted but with little return on the investment, especially in the performance of the higher end students and the over representation of students in the lower 20%.

The results are indicated below:

Science
Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

<table>
<thead>
<tr>
<th></th>
<th>Year 9 Science</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Top 20%</td>
<td>2011</td>
</tr>
<tr>
<td>Middle 60%</td>
<td>51%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Analysis
Science
• A decrease of 4% in students represented in the top 20% and 2% less than Like Schools
• An increase of 12% in students in the bottom 20% and 8% greater than Like Schools.
• Whilst this set of measures will not be instituted in 2014, remediation in test technique, problem solving and question interpretation will be an ongoing set of strategies to be actioned especially with respect to the LBOTE sub-group.
Society and Environment

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

### Year 9 Society and Environment

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>13%</td>
<td>20%</td>
<td>12%</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
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<tr>
<td>Middle 60%</td>
<td>56%</td>
<td>61%</td>
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<td>65%</td>
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<td>33%</td>
<td>20%</td>
<td>18%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Analysis

#### Society and Environment

- A decrease of 2% in students represented in the top 20% and 5% less than Like Schools.
- An increase of 13% in students in the bottom 20% and 7% greater than Like Schools.
- Again, whilst this set of measures will not be instituted in 2014, remediation in test technique, writing short answers and question interpretation will again be an ongoing set of strategies to be actioned, especially with respect to the LBOTE sub-group.

#### Lower School MESS Grade Alignment

The alignment of grade distributions for Semester 2 (a clearer indication of cohort performance) in Mathematics, English, Science and Society and Environment (MESS) is critical in establishing validation of the schools grading processes against similar schools with similar cohorts.

Whilst it is just as important for the Non-MESS learning areas, less rigor can be placed in the comparison as direct correspondence in curriculum content and speciality can be made. LOTE is also dependent upon a comparison with a like school and like language added to limited numbers of LOTE classes and students.

It is desirable to have some consistency between the school and like schools profiles with some latitude to enhance or extend performance in the upper grades as long as standards can be validated. This latter concept is aspirational and requires close monitoring as a target. Similarly the reduction of lower end performance has to be justified against a standard and at the same time processes must be in place to grade all students so that the Not Assessed annotation is all but eliminated.

#### Mathematics Learning Area - Semester 2 2013 Grade Profiles

- **Year 8 Mathematics**

- **Year 9 Mathematics**

#### Year 10 Mathematics

- **Year 8 English**

- **Year 9 English**

- **Year 10 English**

---

**English Learning Area - Semester 2 2013 Grade Profiles**

**Analysis**

- Year 8 students performing below that of Like Schools. Last 2 years have seen a decline in the performance of students’ Year 7 NAPLAN
- Australian Curriculum has raised the achievement standard. This has created a larger divide between expected learning content and the level at which students enter secondary mathematics, hence the grade profile indicates less B and A grades in Year 8. This discrepancy is being addressed, and for students in Year 9 it indicates some shift in the higher grades to be above Like Schools.
- Year 9 performance is similar to the performance of Year 8, however, there is an increase in the number of C grades.
- Year 10 grades reveal a further decline in student performance with a reduction in the number of A and B grades and an increase in C, D and E grades.
- Year 10 results reflect some engagement issues (as reported by teachers) in the mid to low achievement levels, an issue that requires an emphasis on authentic learning strategies.
- EAL/D, “limited school” and Aboriginal sub groups performance is low and reflects the importance of literacy in interpretation of concepts and their meaning. Specific strategies are required to address this issue.
- The aim to reduce dependency on Not Assessed ratings has been achieved.
Analysis

• Year 8 B and C grades are higher than Like Schools and a reduced D grade profile will indicate some reflection on standards is required especially with a large cohort of LBOTE students present.

• Year 9 A grade allocation is better, however, the limited use of D grade again reflects a consistency in matching performance to the Australian Curriculum standard. Year 9 grading profile, as outlined, does not match the rank order or profile of NAPLAN.

• Year 10 results are better aligned to NAPLAN 2012 and with Like Schools but still reflects an overuse of A grades that may not match the A standard and requires detailed investigation.

• Reduction in Not Assessed rating to zero in Semester 1 2013 for all three cohorts was not reflected in Year 10 Semester 2 results.

• There is a real and consistent need to engage in work samples, moderation and rubrics to ensure accurate marking at task level does not inflate grades as is reflected in the grade distributions of Semester 2. The focus on Australian Curriculum standards to measure student achievement is clearly required.

• All assessment data must to be accessed (NAPLAN, Pat R etc.), in order to make judgments against standards and this is now the focus for English Learning Area planning.

• A further emphasis on curriculum differentiation is needed to challenge under performing upper end students and support is required in scaffolding lower performing students. A range of other initiatives will be explored to enhance better and more consistent delivery of the English Curriculum to Lower School students to better prepare them for Senior School.

Science Learning Area - Semester 2 2013 Grade Profiles

Year 8 Science

Year 9 Science

Year 10 Science

Analysis

• Comparisons with Like Schools are used to set the cut-offs for grades but an emphasis on moderation through common assessments and Australian Curriculum standards is required to enhance the confidence level in school based grading. Grading profiles signify that further work on Australian Curriculum, work samples and rubrics is required.

• WAMSE analysis shows weaknesses consistently occurring from year to year in interpreting data and a focus on investigating tasks by engaging with contemporary programs such as the “Science by Doing” curriculum resource from Australian Academy of Science. The resource has been created to increase student engagement and the needs of the Australian Curriculum.

• Review current assessment tasks to ensure tests are suitable and set at an appropriate level matched to Australian Curriculum standards.

• Staff to further engage in data and analyse sub groups such as LBOTE, AITSI and gender to address engagement and challenge for Year 8 and Year 10 2014.

• The aim to reduce dependency on Not Assessed ratings has been achieved.

Society and Environment Learning Area - Semester 2 2013 Grade Profiles

Year 8 Society and Environment

Year 9 Society and Environment

Year 10 Society and Environment

Analysis

• Year 8 to 10 grades reflect a lower representation in the A grade level than Like Schools, whilst B grades are only lower in Year 9. This is in alignment with NAPLAN for each of these cohorts.

• The C grades for Years 8 and 9 are inflated compared with Like Schools and reflect a central clustering of performance. Increased differentiation aligned with Australian Curriculum standards will be a focus in 2014 to target challenge and support for students. The use of increased emphasis on common tasks will allow more scope for targeted improvement in performance that validates the Australian Curriculum Standard. This will be supported by a focus on internal moderation in 2014.

• The D grade allocation is consistent across all year groups and is aligned with Like Schools.

• Year 10 engagement with assignment assessments especially if non-ATAR bound for Senior School will require restructuring and support for lower performing students with specific emphasis on the increased numbers of LBOTE students.
Senior School Academic Achievement

Targets 2012 - 2014
- Continued aspirational target of 100% graduation for Year 12. Not Achieved
- Clear alignment of high performing students from NAPLAN 9 with tertiary pathways. Progressing (including students from the applied academic specialist program) Progressing 2014
- Trend to reduce lower-tertile percentage of students achieving an Australian Tertiary Admission Rank (ATAR). Not Achieved
- Maintain ATAR median at or above 75. Not Achieved
- Aspire to increase the percentage of students achieving 75+ Stage 3 course scores. Not Achieved
- Trend to increase attainment percentage to 50%+ by 2014. Achieved

Senior School

Whilst expectations were high for a solid performance in both the ATAR and VET groups, WACE examinations have highlighted some achievement short falls. The number of students gaining immediate consideration for entry through a scaled score in English of 50 dropped for the second consecutive year and this indicates a further review of student placement and teaching practices. It is also apparent that the percentage/correlation of ATAR bound students and Year 9 NAPLAN achievement was of a low level for this cohort; another area to be reviewed especially for future Year 10 counselling and course advising.

The major area for celebration has been the Vocational Education and Training improvement. An enormous investment in training teachers in Certificate IV trainer and assessor qualifications and a substantial expansion in VET opportunities has led to a 90% increase in school attainment from 38% to 65% in one year, and now on par with the state mean.

A continued focus on student case management is a feature of the culture of care for our senior school students with the advent of a dedicated Senior School student services facility that incorporates a new Senior School office and VET/Career Centre. This will enhance the support of all of our senior students.

A further innovation commenced in 2013, the SEDA project. This partnership with Sport Education and Development Australia in company with Perth Glory, the Western Warriors and the Fremantle Dockers has seen our first 40 graduates who achieved Certificates II in Sports Coaching and III in Sport and Recreation. This innovative partnership is reported in the Specialist Program section of this report.

University Pathway

Analysis University Pathway

The following is a summary of senior school achievements 2013:
- 99.5% of Year 12 students achieved their WACE and graduation. The mean WACE achievement rate over the last 5 years is 99.6%
- 53 students achieved an ATAR:
  - 79.2% above 55 (98% in 2012)
  - 11% above 90 (18% in 2012)
- Median ATAR 68.5 (75.1 in 2012 a decrease of 6.6)
- 5.37% of students achieved Stage 3 scores above 75 (9.23% in 2012, a decrease of 3.85%. Note 20% of Year 12 population are SEDA non ATAR students)
- Median ATAR of students applying for University admission was 76.7 (75.45 in 2012, a consistent level over the last 5 years)
- NAPLAN Correlation (2010) –
  - 68% of ATAR students achieved bands 8 – 10 in Reading, Writing and Numeracy
  - 25% did not do NAPLAN in 2010
  - Between 46% and 51% of students achieving band 8 – 10 (Reading, Writing or Numeracy) were ATAR students 2013 (note up to 25% of students did not complete Year 11 or 12 at Lynwood).
- Of students applying for university, 88% of students received a first round offer and 100% of students received an offer to enter a university course.
- 1 student achieved a Schools Curriculum and Standards Authority Certificate of Commendation (equal to 2012), Leonie Thomas
- 4 students were admitted to the 95+ ATAR Alumni Club (2 in 2012) - Leonie Thomas, Vivien Chen, Ting Guo and Daphne Lin, the highest ATAR being 98.35 by Leonie Thomas
- 3 Scholarships were received by students:
  - Vivian Chen for UWA Fogarty
  - Leonie Thomas John Curtin Scholarship for Curtin University
  - Sarah Torres for Curtin University

University Pathway

<table>
<thead>
<tr>
<th>Certificate</th>
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<td>Certificate I in Information, Digital Media and Technology</td>
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<td>Certificate I in Engineering</td>
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<tr>
<td>Certificate II in Electro-technology (Career Start) Pre Apprenticeship Electrical</td>
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<td>Certificate II in Automotive Light Vehicle Servicing (Pre Apprenticeship)</td>
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<td>Certificate II in Construction Pathways</td>
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<td>Certificate II in Retail Makeup and Skin care</td>
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<td>Certificate II in Creative Industries (Media)</td>
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<tr>
<td>Diploma of Business</td>
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</tr>
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</table>

Total | 37          | 197          |
Analysis - VET
In 2013:

• The number of certificates completed by Year 12 students was 160 more than 2012.
• 163 of these were at Certificate II or higher, including Sport Education and Development Australia students.
• 126 students completed qualifications.
• 53 students achieved 2 qualifications, 7 students completed 3 qualifications.
• 10 ATAR students also completed qualifications.
• 17 Year 12 students completed only a Certificate I qualification.
• 7 Year 12 students achieved a Certificate II or higher qualification through profile with Central, Polytechnic West or Challenger TAFE. One student achieved a Diploma.
• Attainment rate has risen from 38% in 2012, to 74%.

Year 12 Special Prize Winners 2013
Chaplain's Award
Scott Munro Year Coordinator's Award
Michael Higson
Alisha Sin and Tyran Hanlon
Brendon Head
LEAF Award
Most Improved Award
Keanu Hiko and Megan Humpleby
Sports Star Award
Poppy Schwass
City of Canning, "Most Exemplary Student" Award
Joseph Gardner
Tangney Award
Rotary Citizenship Award
Rebecca Roberts
ECU Award
Long Tan Leadership Award
Tyran Hanlon
Caltex Best All Rounder Award
Matthew Ticelhurst
Westcheme Award
School Dux of VET Pathway
School’s Club of Canning School Dux of VET Pathway
Leonie Thomas

Sustainability, Environment and Life Sciences

Targets 2012 – 14

Achievement 2013

Targets
• Continued positive impact of school Sustainability ethos as measured by the Curtin University Classroom and School Environment survey. **Progressing**
• The number of Sustainability and Environmental projects and activities increases across the school. **Achieved**
• Increasing trend of classroom programmed Sustainability learning experiences across all Learning Areas. **Progressing**
• Completion of a staged and prioritised school building and school grounds improvement plan. **Progressing**

Milestones
• Increase profile within the community
• School has featured in local paper, Western teacher, Scribe, eddypaper, AuSSI case study.
• Presentations at Waste wise, Zoo, CREEC.
• Positive documented feedback at the 2013 Parent/Community Forum.
• High profile guests to the school that have taken the school’s focus to the broader community including: Professor Steven Tingay, Wildlife Film Maker and advocate – Simon Cherriman and many others.
• Invited to join Engineering In Schools Program at Curtin University

Invitation to present at the Kids Teaching Kids conference in 2013 and appointed to host the conference in 2014. **Achieved**

• Develop strong cross-curricular links with MESS learning areas.
• Great gains made in 2013 when all Heads of Learning Area met to link Australian Curriculum cross curricula strategies to the school focus on Sustainability in Lower School.
• Whole of school cross-curricular professional learning session in conjunction with the Department of Conservation in May 2013.
• Combined Primary/Secondary Cell professional learning in conjunction with the One World Resource Centre also in May 2013. **Achieved and Ongoing**
• Continue to expand the role of the Lynwood Environment and Sustainability Students (LESS) Committee.
• LESS committee achieved Waste Wise accreditation in Term 3
• Students and Teacher met regularly and plan projects.
• LESS committee supported and organised aspects of the Sustainability Week Program.
• Members also worked on the Wetlands Project in conjunction with EaLS students. **Achieved and Ongoing**
• Continued whole school focus on EFS and Sustainable practices
• Greater engagement and positive feedback from teacher Professional Learning sessions throughout 2013 as documented through formal feedback. **Achieved and Ongoing**
• Increase trend of classroom programmed Sustainability learning experiences across all learning areas.
• Improvements noted in 2013 with Sustainability Week as the indicator of greater participation and variety of in class activities created. **Achieved and Ongoing**
• Completion of a staged and prioritised school building and school grounds improvement plan. **Progressing**
• Continue to develop all students community conscience by supporting a range of environmental initiatives at school and the wider community. **Progressing**

Sustainability Projects, Programs and Practices Overview:

• Successful BP grant to design and construct a Wetlands on the school grounds
• Wetlands constructed in August by Year 8, 9 and 10 EaLS students in partnership with SURCUL
• Aqua/hydroponics centre completed
• Official opening of Aqua/hydroponics and Wetlands centre in term 3 with special guests
• Highly successful Sustainability Week with Simon Cherriman as guest presenter
• Waste Wise accreditation and grant
• Whole School Professional Learning day with Sustainability in Australian Curriculum with presenters from DEC
• Combined primary and secondary schools Professional Learning morning with a focus on Global Education with presenters from One World Centre
• Engineering in Schools Project with Curtin University for Year 9 EaLS
• Seed2Tree Program in partnership with Hotrock
• Kids Teaching Kids Conference
• Head of Curriculum presenting at Zoo and Wastewise professional learning seminars. Principal in attendance at Department of Conservation curriculum think tank on Sustainability Education.
• Continued work at Bannister Creek in partnership with Bannister Creek Catchment Group in planting at the creek as well as ongoing maintenance.
• Improvement in sustainable practices such as purchasing of reusable plates, cups, greater recycling and Waste Wise practices and much more.
• Head of Curriculum Regional Representative of AuSSI Schools appointment.
• Extensive installation around the school of artwork created by students from recycled materials.
• Gardener training in Water Wise practices.
Specialist Programs

Lynwood has four Specialist Programs that cater for the needs of different students and draws students from a variety of sources. The major objective of these programs is to provide distinctive and unique opportunities that enhance the school’s ability to meet the needs of the students of our local community, the school’s vision and the Department of Education’s objective to create distinctive schools.

In each instance these objectives have been met and substantially influence decisions by parents to enrol students at Lynwood Senior High School.

Soccer Academy

Targets 2012 - 2014

Lower School

- Specialist Soccer students obtain qualifications in coaching and officiating. **Achieved**
- An increased trend of students winning places in elite teams at sub-junior level. **Achieved**

Senior School

- Specialist Soccer students obtain Certificate qualifications in coaching and officiating. **Achieved**
- An increased trend of students winning places in elite teams at junior level. **Achieved**

Lynwood’s Academy of Excellence in Soccer has developed a reputation for excellence through highly qualified coaches and excellent learning experiences. As part of Department of Education accreditation, a quality assurance process must be undertaken and includes the following:

Planning, Monitoring and Review

Strategies to achieve outcomes

NATIONAL CURRICULUM

- Successful implementation of the National Curriculum set down by the FFA with 1:4:3:3 system and updated to the current version 2013
- Implementation of the Skill Acquisition Phase and the use of cycle periodization.

Student Achievement

Lower School

Specialised Soccer

Grade

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<th>Year</th>
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General PE Comparison

Grade

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<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
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<td>27%</td>
<td>5%</td>
<td>1%</td>
<td>240</td>
</tr>
</tbody>
</table>

Analysis – Lower School

- The comparison between the Specialised Soccer data and General Physical Education achievement data indicates a significantly higher trend in A grades achieved but also that the number of A grades steadily increase from Year 8 to 10.

Upper School VET Certificate II in Sport and Recreation

(Soccer Academy embedded and combined with mainstream students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Completed</th>
<th>Number progressed from Soccer Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>19</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>27</td>
<td>25</td>
<td>12 completed</td>
</tr>
</tbody>
</table>

Upper School 1C & 1D

12 out of 26 Students enrolled from the Soccer Academy

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Soccer</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>12</td>
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<tr>
<td>12 General</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

Upper School 2A & 2B

All 5 students enrolled were from the Soccer Academy

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Analysis – Senior School

- In 2013, 12 students completed their Certificate II in Sport and Recreation graduating from the Specialised Soccer Academy.
- Soccer Academy students embedded within Physical Education Studies classes are performing generally better than non-Soccer students.

Capacity for Excellence

Student Involvement In Community Sport

COACHING COURSES

- 27 Year 9 students completed their Grassroots coaching licence (25 in 2012)
- 15 Year 10 students completed their Junior coaching licence (10 in 2012)

Participation in School Sport Association events

ZONE CARNIVALS

- Year 8 Boys - Champions
- Year 9 Boys - Champions
- Year 10 Boys - Runners Up – through to state finals (3rd Place)
- Year 8 Girls - Champions
- Year 9 Girls - Champions
- Year 10 Girls - Champions – through to state finals (3rd Place)

Champion Schools Glory Cup

Entered 8 teams;

- 2 Senior boys teams
  - A team 3rd in group and first round Knockouts
  - B team 3rd in group and first round Knockouts – Year 10 team
- 1 Senior Girls team
  - A team 3rd in Specialised group and made Semi Finals
- 3 Junior Boys teams
  - A team 3rd in Specialist group and made Semi Finals Progressed to the final of the Shield Challenge
  - B team 3rd in group
  - C team 4th in group
- 2 Junior Girls teams
  - A team 2nd in Specialist group and made Semi Finals Progressed to the final of the Shield Challenge
  - B team 2nd in group and made Quarter Finals

Analysis – Lower School

- The comparison between the Specialised Soccer data and General Physical Education achievement data indicates a significantly higher trend in A grades achieved but also that the number of A grades steadily increase from Year 8 to 10.
State Representatives

- 1 female player was selected into the National Training Centre program and U19 State School Girls Team and competed in both tournaments in Canberra
- 1 male player was selected into the U19 State School Boys Team and Shadow Australian Squad that competed in Canberra

Contributions To Further Soccer In The Community

Super 7s Carnival

- Year 8-10 students organised and conducted by Year 6 and 7 carnival at Lynwood SHS for all primary schools during Term 4 – Lynwood Senior High School Super 7s Soccer Cup. Over 250 students participated on the day from the following Primary Schools; Wilson, Parkwood, Brookman, Beckenham, Rostrata, Forest Crescent, Bannister Creek, Pioneer Village (new school 2013), and Cannington Community College.

Glory Visits

- Members of Perth Glory, Katie Gill (Matildas vice captain) and Travis Dodd attended to speak to Academy students about healthy practices.
- Perth Glory W-league team international import (Sacha Andrews) visited and signed autographs and conducting a Question and Answer session.

Parent Support Group

A student survey was sent out to ask for parents to form a committee to help operate and support the Soccer Academy. This process is still ongoing.

Environment and Life Sciences (EaLS)

Targets 2012 - 2014

- The number of applications for the Applied Academic Specialist Program (AASP) in Environment and Life Sciences is to increase from 45 to 100 from 2012 to 2014. (102 in 2013)

Achieved

- The percentage of AASP students selecting University pathways will increase to 100% by 2014 (31 out of 32, 97%, one student is pursuing a VET related course with the SEDA Project) Not Achieved (this target is under review)
- The profile of the AASP is emphasised and highlighted in community surveys. Note: specific survey questions not commissioned in 2013, numbers of articles in many publications both local and metropolitan were significant.

Progressing

Milestones

- Wetlands constructed with over 2000 sedges and water plants planted in August by Year 8, 9, and 10 EaLS students in partnership with SURCUL. An official opening held in Term 3 with special guests and the BP representative.
- Successfully planned and organised Sustainability Week activities showcasing EaLS student contributions.
- First combined EaLS Master Class with presenters from DoE and DEC.
- Guest Speaker Professor Stephen Tingay from Curtin who addressed EaLS students.
- Curtin University Engineering in Schools Project for Year 9 EaLS. Focused on Sustainable engineering solutions for problems identified in developing world countries.
- Seed2Tree Program in partnership with Hotrock culminating with a camp in the wheat belt to plant 3000 trees that had been propagated and raised at Lynwood Senior High School.
- Kids Teaching Kids Conference participation with environmental theme, selected to host National Conference in 2014.
- Continued work at Bannister Creek in partnership with Bannister Creek Catchment Group as an ongoing project to develop community ties and profile.
- Whole school monitoring of sustainable practices.
- Introduction of Year 5 Mini EaLS academic extension program for partner Primary Schools.
- Highly successful EaLS presentation evening held at Murdoch University with over 300 guests in attendance.

Student Achievement in the EaLS Program

Year 8 EaLS

Year 8 EaLS MESS Grade Distribution

Year 8 Cohort MESS Grade Distribution

<table>
<thead>
<tr>
<th>Grades</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Maths - EaLS</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English - EaLS</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Science - EaLS</td>
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<td></td>
<td></td>
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<tr>
<td>S&amp;E - EaLS</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>A</th>
<th>B</th>
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<th>D</th>
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<tr>
<td>%</td>
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<tr>
<td>Maths - S1</td>
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<tr>
<td>English - 163</td>
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<tr>
<td>Science - 145</td>
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<tr>
<td>S&amp;E - 164</td>
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</tbody>
</table>
Analysis:

Year 8 EaLS

- The class is performing highly. Their grade allocation is weighted with A and B grades and is in contrast to a more bell like curve of the whole cohort distribution. This is to be expected for an academic pathway.
- EaLS students are performing well in the top 10 and 20% of the cohort.
- EaLS students are topping all MESS learning areas except S&E and the top Year 8 student across all subjects came from EaLS.
- EaLS students performing more highly in Maths and Science over Humanities.
- EaLS attendance data matches high academic performance.

Year 9 EaLS

- The class is performing highly. Its grade allocation is more distributed across A to C.
- Students are performing well in the top 10 and 20% of the cohort.
- EaLS students are topping all MESS areas except English and the top Year 9 student across all subjects came from EaLS.
- EaLS students performing more highly in Maths and Science over Humanities.
- English and S&E have less students in the A category. S&E is more heavily weighted with C grades, however, it is important to note that inconsistencies in grade allocation across all S&E classes needs to be addressed.
- EaLS attendance data matches high academic performance.
- NAPLAN - Year 9 EaLS students are performing above Australian Mean and State Mean in all measurement areas.
- NAPLAN - Numeracy is the strongest measurement area for EaLS students.

Year 10 EaLS

- NAPLAN - Year 10 EaLS students are performing above Australian Mean and State Mean in all measurement areas.
- NAPLAN - Numeracy is the strongest measurement area for EaLS students.
EaLS attendance data matches high academic performance

Students perform more highly in Science and S&E in Year 10

EaLS students are performing well in the top 10 and 20% of the cohort

Students perform more highly in Science and S&E in Year 10

EaLS attendance data matches high academic performance

**Analysis:**

**Year 10 EaLS**

- The class is performing highly. Its grade allocation is more distributed across A – C grades, however some students move in to D and E grades in Maths.
- Grade allocation in MESS is more evenly distributed in Years 9 & 10 as students find their strengths and rigour is implemented.
- EaLS students are performing well in the top 10 and 20% of the cohort.
- Students perform more highly in Science and S&E in Year 10.
- EaLS attendance data matches high academic performance.

**Sport Education and Development Australia (SEDA)**

**New VET Innovation and Specialist Program 2013**

This program is unique to Lynwood and after the preliminary approvals and contract negotiations began in 2013 with 64 students (24 Year 11 and 40 Year 12 students). Students enrolled in the program from many schools across the metropolitan area including 38 from private schools.

The program focuses on WACE achievement in a VET pathway. The partnerships with Central Institute has allowed for Certificates II and III in Sport and Recreation as well as Certificate II in Sports Coaching Year 12. The work-place partners and host organisations were Perth Glory, Western Warriors and Fremantle Dockers.

Students have thoroughly enjoyed studying the variety of topics within the program which focuses on sport as the vehicle to engage students who have lost interest in conventional schooling.

**Analysis of Student Achievement**

- Program Two has Year 12 students who have successfully completed their Certificate III in Sport & Recreation, Certificate II in Sport Coaching and WACE. Of the 41 students enrolled to complete Year 12 with Lynwood SHS this year, 40 have achieved their WACE completion with SEDA. (1 student withdrew mid-year).
- Program One has Year 11 students who completed Certificate II in Sport and Recreation, and are continuing through a tailored program focussed on leadership, wellbeing, nutrition and work skills, and completed their School Based Traineeship.
- The 2013 SEDA Literacy program has been a huge success in its inaugural year. Over 60 students were enrolled in English studies across the Stage 1 units. The majority entered the program having had negative experiences from completing English in their mainstream schools. All students successfully completed the Literacy requirements.
- At the conclusion of 2013, 12 SEDA/Lynwood graduates have been offered a guaranteed position at Central Institute of Technology to study a Certificate IV/Diploma in Sport & Recreation, and 10 students have been offered a position in Notre Dame’s Enabling Program. The WACA has also recently employed two SEDA graduates as Casual Cricket Officers for the summer. These positive results are attributable to both the teaching and pathways staff working directly with the graduating students to provide support, advice and guidance for the next step in their career journey.

- SEDA students have gained industry experience working with and for our sporting partners as part of their traineeship, Workplace Learning, Community Hours and other aspects of the program.
- To add to the 11,000 students they reached in primary schools through these activities in Semester One, the following student contact and participation data was collected during Term 3:
  - Cricket Australia (WACA) 1280
  - Fremantle Dockers 1950
  - Perth Glory 1880
  - **Total** 5110 students

SEDA’s relationship with other community organisations continued to grow in Semester two with a number of other significant activities taking place during this time:

- **School Sport WA and ACC Sport** – All three groups assisted with an athletics carnival for each organisation as part of their traineeship, and both organisations are working closely with SEDA as they finalise their calendars for 2014 to include the assistance of SEDA groups at as many of their events as possible.
- **Special Olympics WA** – The Perth Glory group assisted with the running of a soccer gala day at NIB stadium in collaboration with Special Olympics WA and Football West. The Fremantle Dockers group assisted with a multi-sport gala day.
- **Inclusion WA** – The combined group of Program One students attended John XXIII College to assist Inclusion WA with a gala day. There were over 150 participants on the day from a range of Education Support Units at CEO schools. Feedback was positive and discussions will be held with inclusion WA soon about further opportunities for SEDA students in 2014.

**Lynwood Environmental Academic Flexible (LEAF) learning program**

The LEAF program was the first Senior Secondary Engagement Program to be established at Lynwood as a response to the growing number of students who were disengaging with school and who needed a pathway to success in senior school. LEAF had its inaugural class of Year 11 students in 2010 and has since graduated in excess of 45 students with a WACE certificate and, for the first time in 2013 a Certificate II in Horticulture. LEAF does not institute traditional classroom structures and subject based learning. It relies on small class numbers aligned with a small number of teachers who embed Literacy, Numeracy and other specialised practical skills-based courses and endorsed programs that achieve the current WACE guidelines for graduation.

The objective of supporting the school’s vision of being a “Centre for Environment and Life Sciences” is achieved through the practical maintenance and enhancement of the school environment through the central Organic Garden (Budja Garden) and the newly commissioned Aqua/Hydroponics Centre.

Students who have found it problematic to attend school, behave appropriately or achieve academic success, have proved time and again that this program supports each of these facets of their development and places these students into the community with a sense of confidence and purpose.

**Analysis - LEAF 2013**

- 100% WACE achievement – for the 3rd year in succession.
- 11 full Certificate II in Horticulture (1 partial completion) – the first year that all facilities including the organic garden, aqua/hydroponics centre and other miscellaneous gardens have been available for on campus assessment and learning activities.
- Attendance
  - Year 11 – 87.6%
  - Year 12 – 91.4%
- Behaviour/Suspensions
  - Year 11 – 4 days resulting from 4 suspensions for 2 students.
  - Year 12 – No suspensions

Overall, the achievements of these students are excellent when compared to their lower school records which reflect disengagement through behaviour referrals, suspensions and poor attendance.
Excursions assist the learning in the classroom.

Good teachers are helpful and take time to build relations.

Good teachers respect you and listen.

Excursions assist the learning in the classroom.

Practical subjects are most popular because they are interesting.

Teachers know their material, are well organised and clearly like their subjects.

Good teachers make learning fun and interesting.

Clarity of explanations and language used, re-explains when you don’t understand.

Some mention of bullying, but not significant, and was followed up by indicating that friends are supportive and helpful.

Friendliness/people get along.

Menu changes and improvements

Multi-cultural aspect of the school and its recognition.

The grounds and gardens are green, interesting and shady.

Facilities like the pool.

Environment focus.

Good balance of learning and interesting things to do.

Quality of the buildings especially toilets.

Some mention of bullying, but not significant, and was followed up by indicating that friends are supportive and helpful.

Proud to call themselves Lynwood students.

Unanimous indication that high school is so much more interesting.

Teachers are more caring and treat you as individuals.

Senior School Students

What do you like about the school:

- Senior school students are treated with more respect for their maturity.
- Bullying not an issue in senior school.
- Like the school uniform.
- Reputation has improved, lack of fights and gangs.
- Mentoring from the executive team and Miss Burgess.
- Love the dedication to Scott Munro, fund raising and the work of the Student Council.
- The environmental theme of the school.
- Love the leavers jackets.
- Bullying not an issue but was in earlier years with social media.

Suggestions for improvement by all students:

- There needs to be more teacher coordination with regard to assessments requiring submission on common dates and weeks.
- Would like letters of commendation when students improve their performances, especially tasks and tests.
- Better coordination of assessments in senior school.
- Better toilets and buildings.
- More lunchtime activities.

General Comment from all students:

- School reputation is better now and teachers do a great job in preparing students for the future.
- Students indicated that they were proud to call themselves Lynwood students.

What do you dislike about the school:

- Environment focus.
- Friendliness/people get along.
- Multi-cultural aspect of the school and its recognition.
- The grounds and gardens are green, interesting and shady.
- Facilities like the pool.
- Environment focus.
- Good balance of learning and interesting things to do.

What's Happening In This School (WHITS Survey)

Lynwood has been a part of an ongoing study into school culture and the fostering of safe schools in conjunction with the School of Mathematics and Science Education at Curtin University. This longitudinal study has collected data for the last four years and has tracked our School Climate through measures of Teacher Support, Peer Connectedness, School Connectedness, Affirming Diversity, Rule Clarity and Reporting and Seeking Help. Measures are on a five-point scale and over time can be matched to the changing mix of students, sample size surveyed and consistency of progress. Ideally, attributes that that fall into the range of 3+ and especially 4+ reflect a solid positive culture across the school. Whilst Lynwood has had measures somewhat higher in the initial stages of this survey with significantly larger sample size, recent years have reflected some issues with communicating the test items to our increasing number of LBOTE students and students in the IEC. This is a challenge but is a necessary inclusion in our data to reflect a significant proportion of our students and our highly diverse school population.

Student Surveys Summary:

The responses were consistent and did also indicate that the parents/carers were supportive of the school and what was being done for the students (in line with the 2012 parent satisfaction survey) but did highlight an ongoing problem in engaging parental physical support. In the words of one parent “whilst I can’t commit to assist or volunteer, please don’t stop asking”. Finally some responses did focus on the quality of prior notice and communication and will be a focus for the school to improve in the future.

Student Satisfaction Survey

During term 3 selected students (identified by Year coordinators as mature and reflective) were interviewed in small groups.

The questions used were a starting point in establishing a clear picture of the classroom environment and effectiveness across most learning areas within the school.

Student Surveys Summary:

Lower School Students

What are the features of your favourite teachers:

- Clarity of explanations and language used, re-explains when you don't understand.
- Teachers know their material, are well organised and clearly like their subjects.
- Practical subjects are most popular because they are interesting.
- Good teachers make learning fun and interesting.
- Good teachers respect you and listen.
- Good teachers are helpful and take time to build relations.
- Excursions assist the learning in the classroom.

What do you like about the school:

- Friendliness/people get along.
- Multi-cultural aspect of the school and its recognition.
- The grounds and gardens are green, interesting and shady.
- Facilities like the pool.
- Friendliness/people get along.
- Environment focus.
- Good balance of learning and interesting things to do.

What do you dislike about the school:

- Quality of the buildings especially toilets.
- Some mention of bullying, but not significant, and was followed up by indicating that friends are supportive and helpful.
- Proud to call themselves Lynwood students.

Year 8 students were asked about Primary versus High School:

- Unanimous indication that high school is so much more interesting.
- Teachers are more caring and treat you as individuals.

General Comment from all students:

- Students indicated that they were proud to call themselves Lynwood students.
Analysis

Teacher Support
Perceptions of teacher support are lower than other measures and will be cause for reflection around those aspects that indicate the quality of relationships being developed in the classroom. Ratings are congruent with 2012.

Peer Connectedness
Whilst the lower ratings occurred around student support and help, the vast majority of students have found it easy to make friends and belong to sound friendship groups.

School Connectedness
Students do value school and the efforts of the school to engage them, make them feel welcome and belong. All of these facets are reflective of the values this school engenders in its day-to-day operations.

Affirming Diversity
Again, whilst rated at 3+, this aspect of students' perception indicates a snap shot of development and progress. Constant monitoring and allowance for difference and tolerance is again a reflection of school values.

Rule Clarity
The functioning of the school around the management of students through quality and consistent processes has led to a reduction of behaviour problems being presented and increases in attendance. Students clearly understand expectations placed upon them. Some work around student perceptions of safety and protection are evident but not critical.

Reporting and Seeking Help
Sound, but room for improvement. This facet has resulted in increased attention being placed upon student services provision through the appointment of an addition Lower School Manager. This role is also important in the transition of Year 7 students to High School in 2015.

Analysis

Moral Identity
Solid and consistent ratings of this facet have been recorded over the four years and indicate clear support for one another without concern of isolation.

Ethnic Identity
Ratings here have always been high and indicate the school's support, recognition and celebration of the cultures within its population.

Resilience
The school's focus on case management of students is clearly resulting in empowerment of the vast majority of students. Students feel safe to have a go and make mistakes without fear of any adverse effects and loss of esteem.

Wellbeing
Similarly, students are resilient and hence there is the perception of being comfortable and well supported in the formation of their individual identities. This is a feature of the school's progress and support for the holistic development of each student.

Bullying (Victim)
Regrettably, bullying is in every school environment and the ratings here are low but do reflect some acts of bullying. The school's ability to manage and minimise these occurrences is solid but work to reduce it further is a constant feature of any management plan.

Bullying (Perpetrator)
As a measure of those who are involved in bullying, it is gratifying to see these ratings are low and of a low key. Disappointingly, some bullying may not be perceived as such and the instance of admission may therefore be low. Further trends may be apparent over coming years.
The School Experience

Summary of 2013
The following is a summary of the year that was, and of the achievements of so many. It is important to reflect upon the positive, as it positions our school for planning 2014. It also highlights a commitment by the school to its values that shape the whole student and prepares each one to be a contributing member of the community.

It has been a full and varied year, and in recent times challenges and circumstance have required bold and decisive solutions around the school’s strategic direction and the workforce plan that will accommodate these directions. It has been a feature of our planning to invest in our future teachers in order to prepare for the Year 7s attending High School, the changes to the Senior School and Australian Curriculum and the prospect of several retirements from our workforce.

The school’s existing staff have remained positive and committed to the school and again the loss of staff from 2013 to 2014 whilst unavoidable, has only highlighted this commitment and has reinforced the quality of all staff who work for the Lynwood educational community.

Project Updates
- School Re-structure – this project has been comprehensive in its scope and has developed review processes in many areas in preparation for 2015 and the Year 7/8 double cohort. A comprehensive summary will be available in early 2014 and will guide the final stages of planning. The school will receive a portable office to house the Lower School student services team, replacing room D2. This room will be used for ESL/EaLD classes in conjunction with D6, aligning this to the IEC.
- SEDA – The enrolment in 2013 was 66 students with 2 leaving in Semester 1. An enrolment of 170 students is expected in this unique and successful course in 2014.
- Grounds
  - Tennis/Basketball Courts – finally opened on November 8th by Dr Mike Naham MLA and Board member. The courts are state of the art and a wonderful addition to the school’s resources.
  - Bus Shed – was completed just prior to the school closing and is a welcome resource that is more conveniently located and safe to operate.
  - Arts Sculpture Area – was completed and is in use. It will have a shroud of construction mesh affixed to the fence, depicting photographic art. The resulting sculptures produced from recycled material will be displayed in all gardens and open areas across the school and will enhance our school environment.
  - Aqua/Hydroponics Centre – was opened in August and is producing fish and vegetables as part of the horticulture program for our LEAF classes.
  - Wetlands – In 2012 a bio-diversity assessment or audit by EaLS students has led to several projects that will enhance our bio-diversity score. The Wetlands Project was undertaken during Sustainability Week as a response to the audit, and was opened in August.

Curriculum
- A concerted investment in the implementation of Australian Curriculum has occurred throughout 2013 and was highlighted by a combined Professional Development day with our partner Primary Schools.
- “Mini EaLS” academic extension program for Year 5 students. Two successful programs were initiated at the school during terms 2, 3 and 4.
- The EaLS classes have been involved in a number of experiences that have showcased the school, including excursions, the Curtin Engineering in Schools Program, Environmental Master Classes, the Wetlands project and a Seed 2 Tree camp in the wheat belt.
- LEAF students had camps at Shark Bay to conclude their Sea Trek endorsed program as well as achieving their small boat handling course at the Boat Shed.
- Numerous excursions have punctuated and enhanced the in-class learning in virtually all learning areas and are a feature of the commitment of staff to pursue different learning opportunities wherever possible.

General
- Sporting Carnivals, including Swimming, Track and Field and Winter Lightning again featured highly in the school calendar of 2013. Performances were mixed but engagement, enthusiasm and school pride were extremely high.
- ANZAC Day always features prominently in the school year and 2013 was no exception.
- Harmony Week – Was again an excellent success with fantastic activities featured throughout the week, including the annual harmony assembly, canteen food from around the world, master chef teachers producing food from their home lands and much more. Staff, students and the community celebrate this week and engage students brilliantly in recognition of the school’s diverse population.
- Sustainability Week – held in term 3, included numerous activities the Seed 2 Tree camp and tree planting, Bannister Creek maintenance work, the Wetlands project and the Sustainability Expo attended by numerous environmental agencies, providers and educational institutions.
- Student Recognition Assemblies were again used as a means to enhance and encourage academic excellence as well as recognition of effort.
- Year 12 Final Assembly and students Leaving is a highlight of how far the school has progressed in developing a culture of respect and life long attachment to the school.
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- Year 12 Final Assembly and students Leaving is a highlight of how far the school has progressed in developing a culture of respect and life long attachment to the school.
- Another list of excellent social events such as movie excursions to reward student commitment, River Cruises, Dinner Dances and the Year 12 School Ball, round out a year of great social development and enjoyment.
- Highly successful Presentation Evenings for the Year 12 students, Soccer Academy and the EaLS students.
- AIME engagement program for our indigenous students.
Finance

Whilst 2012 was the inaugural year as an Independent Public School, 2013 was the year to consolidate on gains made under this new and exciting system of financial management. A small surplus of funds created as a result of good financial management, allowed for some much needed increases in reserve accounts. Funds have been allocated for future curriculum implementation and support for initiatives in Student Management, resulting in the appointment of a second Lower School Manager. Again in 2013, with sound financial processes identified and verified at Audit in March, a further surplus has allowed for the sustainability of these staffing initiatives well into 2014 and 2015. These funds will be essential when good preparation for the Year 7 addition to our school population will occur.

In 2013, plans to enhance the school’s facilities and equipment were brought to fruition with the following:

- Senior School Renovation $25,000
- Creation of Careers and VET Centre $10,000
- Renovation of Lower School Office $4,000
- Creation of Arts Sculpture Centre $8,000
- Building of new Bus Shed $43,000
- Re-surfacing of Tennis Courts $450,000*
- Wetlands Development $8,000*
- Aqua/Hydroponics Centre $55,000*

* external grants provided

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Current Year Actual Contingencies Revenue Sources

- DoE Grants 54%
- Other 21%
- Transfers 9%
- Locally Generated Revenue 19%

---

Schools Revenue & Expenditure

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$74,490.28</td>
<td>$74,490.28</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$445,330.31</td>
<td>$445,330.31</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$52,208.50</td>
<td>$52,208.50</td>
</tr>
<tr>
<td>P &amp; C Contributions</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$7,760.80</td>
<td>$7,760.80</td>
</tr>
<tr>
<td>DOE Grants</td>
<td>$1,466,618.64</td>
<td>$1,466,617.59</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$25,614.09</td>
<td>$25,614.09</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$2,138.17</td>
<td>$2,138.17</td>
</tr>
<tr>
<td>Other</td>
<td>$583,713.29</td>
<td>$583,713.29</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$129,167.49</td>
<td>$129,167.49</td>
</tr>
<tr>
<td>Total</td>
<td>$2,794,040.97</td>
<td>$2,794,040.97</td>
</tr>
</tbody>
</table>

---

Revenue - Budget vs Actual

- Voluntary Contributions
- Charges and Fees
- Government Allowances
- P & C Contributions
- Fundraising/Donations/Sponsorships
- DOE Grants
- Other State Govt Grants
- Commonwealth Govt Grants
- Trading Activities
- Other
- Internal Transfers

---

Cash Position as at:

<table>
<thead>
<tr>
<th>Bank Balance made up of:</th>
<th>$1,728,378.81</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Fund Balance</td>
<td>$570,014.29</td>
</tr>
<tr>
<td>2. Deductible Gift Funds</td>
<td>-</td>
</tr>
<tr>
<td>3. Trust Funds</td>
<td>-</td>
</tr>
<tr>
<td>4. Asset Replacement Reserves</td>
<td>$1,134,279.71</td>
</tr>
<tr>
<td>5. Suspense Accounts</td>
<td>$20,432.10</td>
</tr>
<tr>
<td>6. Cash Advances</td>
<td>$1,734.70</td>
</tr>
<tr>
<td>7. Tax Position</td>
<td>$5,387.47</td>
</tr>
</tbody>
</table>

Total $1,728,378.87
## Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$126,224.92</td>
<td>$118,664.36</td>
</tr>
<tr>
<td>Leases</td>
<td>$24,500.00</td>
<td>$22,387.42</td>
</tr>
<tr>
<td>Utilities</td>
<td>$276,400.49</td>
<td>$243,480.83</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$291,129.12</td>
<td>$232,874.96</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>$71,785.69</td>
<td>$71,786.05</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$213,633.41</td>
<td>$202,625.36</td>
</tr>
<tr>
<td>Education Services</td>
<td>$1,112,873.60</td>
<td>$1,015,243.18</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$432,488.36</td>
<td>$95,842.22</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$223,463.64</td>
<td>$195,000.00</td>
</tr>
<tr>
<td>Other</td>
<td>$16,532.12</td>
<td>$12,478.46</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$423,071.00</td>
<td>$423,071.00</td>
</tr>
</tbody>
</table>

**Total Contingencies Expenditure**  
$3,212,102.35 \$2,633,453.84  

**Total Salary Expenditure**  
$11,396,870.00 \$11,253,586.00  

**Total Expenditure**  
$14,608,972.35 \$13,887,039.84  

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### Expenditure Purpose

- **Budget**
- **Actual**

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**Care • Commitment • Challenge**

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