



Department of  
Education

**Shaping the future**

# Lynwood Senior High School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Lynwood Senior High School is located in the suburb of Parkwood, approximately 20 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school was established in 1974 and became an Independent Public School in 2012. In 2018, Lynwood Senior High School was named WA Secondary School of the Year in the WA Education Awards. The student population represents more than 60 nationalities, with diversity and respect for differences a feature of the school.

Currently, there are 1140 students enrolled from Year 7 to Year 12. Lynwood Senior High School has an Index of Community Socio-Educational Advantage of 980 (decile 6).

A strong school focus on community promotes an inclusive environment for Aboriginal students, with the Moorditj Waangkiny Committee working together with the student committee, Birdiya Koorlanga.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal and Executive team took leadership of the process in preparing for the Public School Review.
- A broad proportion of staff contributed pieces of evidence for uploading to the Electronic School Assessment Tool (ESAT) submission.
- A succinct summary statement, as part of the ESAT submission, provided an insight to the review team of the approach to self-assessment and created a sense of the school's recent improvement journey.
- A wide range of evidence was selected to ensure coverage of each domain and foci of The Standard.
- The participation of a large number of staff, students, family members and external partners in meetings on the validation day visit strengthened the school's self-assessment.

The following recommendations are made:

- Consider widening access to the ESAT during the self-assessment upload process to reflect the work of staff who have contributed to the review and expand ownership of the self-assessment.
- In future ESAT submissions, select evidence that best reflects the school's level of performance. Consider the use of annotations and the inclusion of succinct analysis of evidence focused on 'how the school is going' rather than 'what the school is doing'.
- Consider limiting planned actions to those which will have the maximum impact in preference to continuation of already sustained and embedded strategies.

## Public School Review

### Relationships and partnerships

Regarded by some students as their 'second family', staff create a sense of belonging for all students, families and external partners through strong connections, individualised care, a calendar of inclusive activities and maintenance of consistent communication.

### Commendations

The review team validate the following:

- Students describe the school as diverse and friendly with a range of opportunities for leadership including the organisation of events such as the recent Celebrating Lynwood Day.
- Parents and P&C representatives report a positive shift in the perception of the school by its local community and an appreciated growth in the school's efforts to support students' mental health and wellbeing.
- The Board's membership scope covers a range of expertise and community representation. This adds value to the school's partnerships and broadens the current and future opportunities available to students.
- The impact of volunteer tutors from the EdConnect volunteering program is profound, appreciated by students and recognised through awards at state level. Volunteers are attuned to the learning needs of students and find ways to engage them with both 'hands on' and 'pen and paper' learning experiences.
- Inclusive communication and promotion of the school through local industry and business has assisted in drawing the community's attention to strong results and innovative programs at the school.
- Partnerships like UniReady, the ABCN1, Fogarty EDvance Alumni, Everyday Leader and the Specialist Soccer Program Committee provide community input and voice.

### Recommendations

The review team support the following:

- Build on the strengths of the Moorditj Waangkiny and Birdiya Koorlanga Committees to further deepen the involvement of Aboriginal families and Elders in school decision making and leadership.
- Provide opportunities for School Board members to access face to face Board training.

### Learning environment

A school focus on sustainability is evident through specialist programs, approaches to resourcing and in the proactive management of student pastoral care needs, within and beyond the classroom. The school excels in meeting the needs of its broad culturally represented, diverse population.

### Commendations

The review team validate the following:

- Efforts of the staff and community have served to create a safe and culturally responsive environment for Aboriginal students. This includes major events and installations such as the Ngalark Karlup garden.
- Staff and student wellbeing is at the core of the school's priorities. Students access social and emotional learning programs taught by staff and facilitated by the Everyday Leader project.
- A dedicated student services team is thorough in its follow up of student wellbeing and pastoral care concerns. Restorative approaches guide staff in the management of student behaviour.
- Specialist programs such as soccer and EaLS<sup>2</sup> allow students with learning passions to extend their skills and understandings. The LEAF<sup>3</sup> learning program prioritises an individualised approach to engagement for students.
- Students are given a voice across the school. Involvement in out of hours clubs, student leadership activities and whole-school curriculum and pastoral events promote a sense of belonging for all.

### Recommendations

The review team support the following:

- Maintain the consistent expectations in the management of student behaviour throughout the school.
- Continue intentions to further develop a whole-school approach to student wellbeing, ensuring strategic and operational clarity to progress embedded school-wide practices.

## Leadership

A renaissance in school-wide strategic planning, particularly in the implementation of shared approaches to pedagogy, is bringing together the staff and providing opportunities for them to lead.

### Commendations

The review team validate the following:

- A working party on the consistent implementation of Explicit Instruction comprises of staff throughout the school, including the Principal.
- Business planning processes are inclusive of staff who have a voice in the determination of school priorities and initiatives.
- Staff are encouraged to maintain their currency with SCSA<sup>4</sup> requirements, engage as system leaders in arising opportunities and bring external knowledge of requirements and strategies to staff.
- Recently emerging consistency in approach to pedagogy has benefited from the inclusive buy in of staff.
- Staff coach each other on an informal basis and this grassroots movement has led to plans to re-implement formal classroom observations by line managers and peers.
- Members of senior leadership are credited with supporting the development of leaders and a wide range of opportunities to lead and develop leadership skills are available for staff who seek them. Aspirant leaders are provided access to the Western Australian Future Leaders Framework cohort.

### Recommendations

The review team support the following:

- Continue to build and utilise the skills of aspirant leaders in the strategy and structure of the school.
- A reflection exercise on the improvements gained as part of the Fogarty Foundation's EDvance Cohort Four should be considered to ensure strategic focus for coming years.
- Refine the current Explicit Instruction plan for learning area leaders to ensure that all staff have the resources needed to implement the strategy.

## Use of resources

Skilled support staff in administrative, classroom and technical domains manage the deployment of equipment and resources. Established processes give transparency in the allocation of resources for staff and the Board.

### Commendations

The review team validate the following:

- A budget-sensitive approach to spending on ICT<sup>5</sup>, coupled with a school-wide commitment to sustainable management of e-waste is balanced to ensure provision of contemporary equipment for students.
- A focus on OSH<sup>6</sup> and asset management and maintenance is managed by an efficient team of school officers together with the manager corporate services.
- The deployment of a flexible team of education assistants (special needs), able to interchange responsibilities and skill sets as required, advantages the students they serve.
- Workforce planning seeks to develop the school's capacity for ATAR<sup>7</sup> subject delivery, add innovation through graduate employment and simultaneously retain and utilise staff in the Intensive English Centre.
- A collaborative and open, communicative relationship with a community that values education highly, ensures that the school is able to collect 80 percent of its contributions and charges for the purpose of sustaining programs and curriculum.

### Recommendations

The review team support the following:

- Implement the use of the 'Articulate' online Professional Learning tool as a central staff training resource.
- Maximise the impact of the soon to be completed building program through strategic use of new facilities.
- Strategically align the workforce plan to the business plan to ensure alignment of workforce needs to business plan priorities.

## Teaching quality

Professional learning through high impact programs, staff driven whole-school presentations and peer to peer development of teaching expertise ensure that leaders and staff share their skills as required.

### Commendations

The review team validate the following:

- A voluntary implementation of the principles of Explicit Instruction has seen a large number of staff adopt the practices. Staff appreciate the evidence-base for the direction teaching is taking at the school.
- Explicit Instruction is led by a voluntary working party and disseminated organically through the school by teachers through peer feedback and sharing of expertise.
- A roll out of classroom observations has created an appetite for peer and manager feedback on teaching.
- Staff are upskilled by a learning support coordinator and Statewide Services personnel in techniques for differentiating teaching for identified students in need.
- Cross-curricular approaches support cohorts of students identified for support in particular learning areas. This cohort differentiation is identified through achievement data and negotiated by curriculum leaders.

### Recommendations

The review team support the following:

- Continue to develop the school-wide Instructional Framework to support the implementation of a low variability approach to teaching across the school. Seek student feedback on teaching to guide pedagogy.
- Provide the training required for in-class coaches to deliver feedback and coaching during observations.

## Student achievement and progress

Student performance in 2021 NAPLAN<sup>8</sup> indicates strong results compared to contextually similar schools. Ninety percent of students in 2020 achieved their OLNA<sup>9</sup> qualification and WACE<sup>10</sup> while the school's 2020 median ATAR of 74.35 is above the same measure at contextually similar schools.

### Commendations

The review team validate the following:

- Aboriginal student progress is tracked and support staff ensure that Aboriginal students are equipped with appropriate pathways and the resources required to have their best chance of success.
- The need to provide more inclusive access to ATAR courses has been identified by staff to support student academic goals post school. Staff collaboratively plan to address common academic gaps in lower school cohorts.
- Staff describe the students as healthily competitive. Students are taught the skills needed to succeed across academic pathways through the library literacy and information program in the HASS11 timetable.
- Students in senior school are monitored using WACE tracking software and provided support to prepare for their OLNA. Each ATAR student is assigned a staff mentor on to guide their two-year journey.
- Powerful data such as SCSA Maximising Feedback and SAIS12 course reports are used to track cohort and class trends. WACE tracking in the LEAF learning is personalised and supportive of student pastoral care need.
- Whole-school numeracy strategies are emerging under the guidance of a curriculum leader adept at managing insights into student performance using relevant data.

### Recommendations

The review team support the following:

- Continue to seek ways to moderate teacher judgments of student achievement within learning areas.
- Monitor student progress in spelling, grammar & punctuation and deploy literacy interventions as required.
- Ensure consistent approaches to the analysis and tracking of student data across learning areas to maximise school knowledge of individual and cohort student achievement profiles.

## Reviewers


Rohan Smith  
**Director, Public School Review**

Helen Deacon  
**Principal, Kalamunda Senior High School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Australian Business and Community Network
- 2 Environment and Life Sciences
- 3 Lynwood Environmental Academic Flexible
- 4 School Curriculum and Standards Authority
- 5 Information and communications technology
- 6 Occupational Safety and Health
- 7 Australian Tertiary Admission Rank
- 8 National Assessment Program – Literacy and Numeracy
- 9 Online Literacy and Numeracy Assessment
- 10 Western Australian Certificate of Education
- 11 Humanities and Social Sciences
- 12 Student Achievement Information System