



Lynwood
SENIOR HIGH SCHOOL

Learners today, Leaders tomorrow

Annual Report 2025



Lynwood Senior High School
acknowledges the Bibbulmun
traditional owners of this land and
pays our respect to past and present
elders. It is a privilege to meet, teach
and learn on Whadjuk Noongar land
and waterways.

Lynwood Senior High School kaaditj
waangkiny Bibbulmun koora burdiya
nidja boodja yanginy nganyang yira
koora yeyi Noongar moort.
Ngany djoorabiny mandja nyin
kaadatjiny Whadjuk Noongar boodja
wer bilya.



From the Principal

It is with great pleasure that I present the 2025 Annual Report for Lynwood Senior High School. This year has been one of continued growth and achievement, as we worked together to strengthen our academic programs, broaden student opportunities and reinforce our strong sense of community. It was a year of new direction and clarity of intent for the school, as we worked with the school community to develop our new Business Plan 2025-2027. This new iteration of our focus and priority does not change the heart of our school, one where we aim to know every student by name, knowing their needs and caring for them to reach their full potential. Our priorities are set for the following years, High Impact Teaching and Leadership, A Positive Learning Environment, Holistic Wellbeing, and a Connected Community and we continue to invest in these and measure our impact against each in this report.

Throughout 2025, our students have demonstrated commitment and resilience in their academic pursuits.

Our senior students approached their studies with determination, supported by dedicated staff who consistently strive to deliver high-quality teaching and learning programs. We are proud of the achievements of our Year 12 cohort and the pathways they have pursued, including university entrance, vocational education, apprenticeships and employment. In 2025, the school achieved some of the best academic results since the commencement of the new WACE in 2016. Their success reflects both their individual effort and the collective support of families and staff.

Our focus this year has remained firmly on improving student outcomes through effective classroom practice, clear expectations and targeted support. Staff have engaged in ongoing professional learning to refine teaching strategies, integrate emerging technologies and respond to the diverse needs of our students. We continue to emphasise intervention and supporting progress as well as achievement, proudly ensuring that no pathway is judged as better than another. All pathways lead to success for our students.

Beyond the classroom, Lynwood SHS has maintained a vibrant co-curricular program. Students have participated enthusiastically in sporting and STEM competitions, cultural activities, leadership initiatives and community events. These experiences contribute significantly to the development of confidence, teamwork and a strong sense of belonging.

Our student leaders have represented the school with integrity and have played an important role in fostering a positive school culture, including through the ongoing development of our house culture and strong sense of belonging through this house and homeroom structure.

The strength of Lynwood SHS lies in its partnerships and our priority of a Connected Community. We value the ongoing support of our parents, carers and community members, whose involvement enriches our programs and strengthens student learning. Our School Board and Parents and Citizens' Association continue to provide valuable guidance and assistance, contributing to the school's ongoing improvement.

As we reflect on 2025, we recognise both our achievements and the areas where we can continue to grow.

I thank our staff for their professionalism and dedication, our students for their effort and spirit, and our families for their continued support.



Emma Walker - Principal
Lynwood Senior High School

Respect • Resilience • Inclusion • Personal Best

A Word from our School Board Chair

Lynwood Senior High School continues to deliver strong educational outcomes supported by a broad range of programs, partnerships and student support initiatives. These are outlined in detail throughout this report. As Board Chair, among the many positive outcomes I see across the school, two in particular stand out as capturing the impact Lynwood Senior High School has on its students and community.

The first was the school's Public School Review, the three-yearly independent review conducted by the Department of Education in late 2025. As part of this process, reviewers met with a range of school and community stakeholders to assess how effectively the school's business plan aligns with the needs of its community. I had the privilege of participating in one of these sessions and hearing the feedback provided directly to the review team.

A consistent and highly positive theme was the school's strong focus on supporting meaningful post-school pathways for students. Whether students are transitioning into employment, undertaking traineeships or trade qualifications, or progressing to further or tertiary study, Lynwood Senior High School was recognised for its deliberate and student-centred approach. This reflects an understanding that students have different strengths and aspirations, and that success can take many forms. By supporting clear pathways, the school equips students with the confidence and direction needed for life beyond school.

Further evidence of this impact was seen outside the school environment. Through involvement with a local sporting club, I had the opportunity to engage with several Lynwood

Senior High School alumni from different graduating years. In the years immediately following graduation, the influence of a school's culture becomes particularly evident. It was pleasing to observe that these former students, now pursuing a diverse range of work, training and study pathways, consistently demonstrated qualities of inclusiveness, resilience and respect, alongside a strong desire to succeed. These qualities reflect the lasting value of the school's approach to education and student development.

Looking ahead, the Board is mindful that the school's continued success presents emerging challenges. Lynwood Senior High School is now operating with very limited capacity to accept out-of-area enrolments. As the preferred secondary school within its catchment, and with student numbers in local primary schools increasing, demand for places is expected to continue to grow.

The Board will continue to work with the school leadership and the Department of Education to advocate for proactive planning and appropriate support. This will be essential to ensure the school can sustain its positive trajectory, maintain the quality of education it provides, and continue to meet the needs of its growing community.



Dieter Tode
Board Chair
Lynwood Senior High School



Priority 1- High Impact Teaching & Leadership

We believe quality teaching has the greatest impact on the wellbeing and achievement of our students. Lynwood Senior High School strives to progressively build the skills, mindsets and capacity of teachers, to increase efficacy and consistency across classrooms. This is supported by an ongoing focus on the roles of leaders at Lynwood at all stages of the leadership journey. We believe that teachers and allied professionals are lifelong learners. They learn, sharing best practice through observation, coaching and structured self-reflection. Similarly, we also believe that student leadership and voice is essential to provide quality feedback for improvement and to build leaders of tomorrow.



In 2025, Lynwood Senior High School continued to strengthen a cohesive, evidence-informed approach to High Impact Teaching and Leadership. This work has focused on building collective efficacy, embedding consistent instructional practice, and fostering a culture in which staff actively learn from one another to improve student engagement and achievement.

Central to this priority has been the implementation of the High Impact Teaching (HIT) Framework, anchored in The Lynwood Lesson model and Explicit Instruction principles. The framework establishes a shared professional language and twelve belief statements that define what effective teaching looks like at Lynwood. These beliefs now underpin learning area planning, performance development processes, and whole-school professional learning.

Whole-staff survey data indicates that over 85% of staff report clarity around effective teaching practice in the Lynwood context. Collaborative planning documents and committee minutes demonstrate increasing reference to HIT terminology and alignment between strategic intent and classroom practice. Practical tools, such as the Lynwood Lesson whiteboard magnets, have supported consistency of lesson structure across classrooms, strengthening instructional clarity and student engagement.

Moving forward, our focus shifts to finalising and implementing the High Impact Teaching (HIT) Framework Engagement Norms and accompanying Teacher Toolkit to strengthen alignment between instructional practice and the Lynwood Lesson model. Additionally, we are working towards embedding a reflective practice framework as an extension of the HIT framework and the broader Lynwood Way, ensuring all staff engage in ongoing self-assessment, professional dialogue, and evidence-informed improvement to enhance consistency and collective efficacy in teaching practice.

Differentiated teaching has been strengthened through a more coherent Multi-Tiered System of Support. The introduction and refinement of LEAP (Years 7–9), MacqLit (Year 7), Year 10 Pre-ATAR classes, dedicated EALD pathways, and the restored Intensive English Centre have expanded Tier 2 and 3 interventions. Approximately 100 students have accessed LEAP across 2024–2025, with measurable growth in literacy and numeracy and strong student-reported increases in confidence and engagement. MacqLit achieved a 95.8% completion rate in 2024, with increased participation in 2025. The appointment of a Program Coordinator – Inclusive Learning has further strengthened coordination, case management, and the sustainability of intervention practices.



Priority 1 - Leadership

Professional learning has been deliberately structured to enhance teacher efficacy and leadership capability. School data demonstrates an increasing participation and alignment of professional learning to Business Plan priorities. Staff Development Days are strategically designed to advance the Lynwood Way, with a focus on instructional practice, classroom management, literacy and wellbeing. Participation in programs such as Leading Cultures of Teaching Excellence, Emerging Team Leaders, Classroom Management Strategies and Team Teach has strengthened leadership density and pedagogical expertise across the school.

Looking ahead, five aspirants are progressing toward CMS Conference Accredited Trainer status (2025–2026), strengthening in-school expertise and mentoring. This PL enhances teaching quality by equipping staff with evidence-based behaviour management and instructional strategies and fostering a sustainable culture of reflection and improvement in student engagement in the learning process.

The introduction of Baldja Kaadadjiny (United Learning/ Knowledge) has further reinforced a culture of collaborative professional dialogue, enabling teachers to share practice and learn from one another. Graduate teacher induction and mentoring processes have been reinvigorated, ensuring structured support towards the AITSL Proficient Standard and embedding consistent expectations for quality teaching.

In 2026, a small team of teacher champions will pilot in-class student feedback surveys to evaluate pedagogical effectiveness, teaching quality and student learning. This initiative will embed student voice into teacher self-reflection and inform ongoing improvement in classroom practice.

Collectively, these initiatives demonstrate a maturing culture of shared responsibility, reflective practice and distributed leadership. Through clear pedagogical expectations, targeted intervention, and aligned professional learning, Lynwood Senior High School continues to build a knowledgeable workforce that is effectively teaching, and learning, from each other to maximise student engagement and achievement.



Priority 2 - A Positive Learning Environment

A positive school culture which promotes learning, connectedness and the well-being of students and staff.

A culture of connectedness and care for the wellbeing of staff and students, formed on a solid foundation of collaboratively agreed School Values, underpins the ability of all members of the school community to function at their very best. Empowering students and staff with the knowledge required to enable them to take positive action and ownership for their wellbeing is a key focus of the strategic work of the school as well as celebrating achievements, honouring individual endeavours, and embracing the diverse range of cultural, social, and educational needs of our students and staff.

Lynwood's Positive Behaviour Environment (PBE) has become a key aspect of the Lynwood Way. Expectations are displayed in and around the school aligned to our four key values of Respect, Resilience, Inclusion and Personal Best. Posters are on the walls of every classroom and office areas as well as projected on our Vivi system. The posters are also displayed at key external areas around the school such as the canteen and central walkways. Homeroom lessons further embed our four key values, so expected behaviours are explicit to staff, students and the wider community.

In 2025, there has been a focus on establishing and embedding strong whole of school Tier 1 supports. This focuses on a sense of belonging across the key areas of Homeroom and Houses. Homeroom teachers engage with students for pastoral support. We launched Houses at the school so students could gradually feel an identity and belonging to not only a Homeroom, but also a wider community, a House. Staff were also assigned Houses. Year 12 House Captains were voted in by peers to represent each House to run activities around the school. In recent workshops and surveys, staff voted to assign names for each House. These are the Ngar names of local animals; Kwenda – the Blue Quenda; Yaakin – the Green Turtle; Karak – the Red Black-Tailed Cockatoo; and Nornt – the Yellow Tiger Snake. The Athletics Carnival was a celebration of Houses as staff and students wore their colours with pride and barracked for teammates.

Attendance:

Lynwood SHS's attendance rate has consistently been higher than Like Schools, as well as WA Public Schools. Looking at our longitudinal data, the percentage of students with regular attendance, increased in 2025. We are looking to implement stronger attendance processes and continue to work with families to increase attendance rates as well as stronger communication for absences. This includes case management, investigation of attendance roadblocks, home visits, and support through the Homeroom teachers.

Students are tracked via Compas Chronicle, Student Services track students weekly on Attendance Spreadsheets. These are distributed to Homeroom Teachers fortnightly. With the new Student Services restructures in roles, responsibilities, and refinement of processes, we will be looking to further improve attendance rates in 2026.

	School	Like School	WA Public Schools
2021	89%	83%	84.4%
2022	84%	70.9%	80.4%
2023	85.6%	80.9%	82.5%
2024	86.1%	81.4%	82.2%
2025	87.1%	73.2%	77.4%

	2021	2022	2023	2024	2025
Attendance Rate	87.4%	84.8%	84.7%	86.1%	87.1%
Regular Attendance	57.9%	48.8%	55.1%	57.7%	61%
Authorised Attendance	68.2%	49.0%	40.8%	41.9%	49%
Unauthorised Absence	31.8%	51.0%	59.2%	58.1%	51%



Respect • Resilience • Inclusion • Personal Best

Priority 2 - A Positive Learning Environment

We prioritise all aspects of a positive learning environment where routines are clear and expectations are explicitly taught, modelled and reinforced. As staff we apply our understanding of the link between effective high impact teaching and student attendance, wellbeing and engagement. We commit to restorative and trauma informed approaches, ensuring that a Multi Tiered System of support is developed, shared, planned for and understood by all. We are dedicated to providing welcoming, modern and inclusive learning spaces that meets the needs of both students and staff.

Good Standing:

Improvements in Student Services processes and service delivery has focused on alignment to Multi-Tiered Systems of Support (MTSS) and current Department of Education behavioural support policies. The Good Standing Policy has been well embedded at Lynwood for many years and was reviewed in 2025 to encompass new initiatives such as our Moorditj Points (Positive Recognition Points) which contribute to individual Positive Good Standing as well as to Houses Points.

Staff used pastoral platforms (previously SEQTA, and now Chronicle) to track and monitor student engagement via attendance, behaviour and academic engagement. There is a focus of working with parents/carers and students to support each child to resolve any concerns in a timely fashion to minimise the impact on their school program. This includes highlighting recognition and reward systems with opportunities such as incentives and rewards activities for those who have maintained Good Standing. Due to the change in platforms, from SEQTA to Chronicle, accurate Good Standing data was difficult to track and monitor in 2025. This will be key work in Student Services for 2026, to ensure the Good Standing Policy is enacted consistently and accurately.

The Student Services Team at Lynwood SHS continue to support students providing extensive one-on-one case management for Students at Educational Risk, including students who accessed the targeted initiative for Disability Resourcing. They work with external agencies like School of Specialised Education needs: Behaviour and Engagement as well as Disabilities and the Department of Communities to support students in care. Aboriginal students are supported through the STARS Program and within the Moorditj Waangkiny (Aboriginal Education Committee).

Building student efficacy and positive mental wellbeing.

Lynwood SHS has established and facilitated numerous Tier 1 and Tier 2 strategies across the school to engage students. Numerous events and activities run throughout the year and there was a greater focus on ongoing Tier 1 strategies to recognise and reward students as incentive and engagement strategies as well as building a sense of belonging across various areas such as Houses and Homerooms.

Students had various opportunities to engage and participate in clubs run by staff during and after school, student leadership activities facilitating whole school events like Harmony and Wellbeing Day, and pastoral activities run by through Student Services promote a sense of belonging for all. A number of student wellbeing & pastoral care small group programs and specifically tailored Social, Emotional Learning (SEL) programs such as Youth Opportunities, to explore how we can continue to assist our students with their mental health and equip them with the knowledge and tools to work their way through the various life challenges they will face.

To support student engagement and enhance learning, staff have delivered activities and programs such as; Awards Assemblies; Student of the Fortnight; Good Standing Incentives, Homeroom competitions and rewards like homeroom BBQs; Breakfast Club (three days a week), Presentations from Bully Zero, Headspace, TAFE and R U Legal; a select group of Year 10 and Year 9 students participated in the Youth Opportunities program; and Tier 2 Boys Intervention group was initiated with City of Canning Youth Services.

Creating a culturally responsive school which builds on the strengths of Aboriginal students and those from other cultures, engages them in learning and enables them to thrive academically and socially.

Lynwood SHS diverse context is comprised of 5.3% Aboriginal and Torres Strait Islander (ATSI) students enrolled. The formation of the Aboriginal Education Committee, known as Moorditj Waangkiny (Good/solid Talk) has consolidated previous work within the Indigenous student leadership group - Birdiya Koorlangka (Boss Kids) and Birdiya Koorlangka Committee. The STARS Foundation Program, with two dedicated full time staff, program is underpinned by four pillars of personal development: Education, Training and Employment, Healthy Lifestyles, Wellbeing and Community, Culture and Leadership. The program has been successful with the majority of the school's Aboriginal girls engaged in the program with plans to further expand allocated classroom time and student opportunities across 2026.



Priority 2 - A Positive Learning Environment



In 2025, the school celebrated NAIDOC Week in Term 3; and the Indigenous Awards Night and the Year 7-12 Indigenous Excursion to Rottnest Island in late Term 4, as well as continuing our partnership between our Indigenous students, and Langford Aboriginal Association and Lotterywest's program, City of Canning's NKM Program. The Friday Fish and Feed Program was highly engaging and successful expanding to the community event with included Aboriginal families from our partner Primary Schools. Our AIEO is also on the City of Canning's First Nations Advisory Panel and there is parent representation on the School Board.

Lynwood's cultural diversity is a key attribute of our community. With over 60 nationalities represented amongst students and staff, the school community embrace inclusion, which is one of our four key values. Key specialist staff are allocated and assigned to specified classes to support across various language backgrounds.

Additionally, targeted Year 11-12 Essential Skills classes continued to support students in meeting OLNA Literacy and Numeracy requirements. Lynwood celebrates and supports our rich cultural diversity. Through the Intensive English Centre and EALD classes, students receive additional support in attaining or improving their English skills while being able to recognise and celebrate each cultural background, practices, and traditions. This including providing a Prayer Room following Department protocols and supporting students during Ramadan. The school celebrates our cultural diversity through annual cultural events such as; the Lunar New Year celebrated with a special performance by the Chung Wah Lion Dance Troupe; the acknowledgement of Ramadan and a wonderful Diwali Celebration of food; and Harmony Day.



Priority 3 - Holistic Wellbeing

A culture of holistic wellbeing will exist when we intentionally develop an inclusive and respectful environment built on positive staff to staff, staff to student and student to student relationships. Our students and staff flourish and learn best when all domains of health (Social, Emotional, Spiritual, Environmental, Mental and Physical) are met. We strive for a culture where students and staff are regularly acknowledged, feel culturally safe, are appropriately challenged and experience a sense of personal success.

There has been a revitalisation and development from the Teacher Advocacy Group (TAG) to the establishment of Homerooms. This has involved revisiting key roles and expectations including the teaching of explicit values lessons and development of Social Emotional Lessons (SEL) to build on the work already done through the Everyday Leader Program that was delivered in TAG in 2020/21. There has been a focus on establishing and embedding strong Tier 1 supports across the school. This focuses on a sense of belonging across various areas such as Houses and Homerooms.

The Student Services Team at Lynwood SHS continue to source programs, agencies and strategies to extend our support of students enabling all to flourish. This includes; maintaining partnerships with external agencies such as Headspace, Mercy Reconnect, YMCA, ABCN, ASSETs, Red Cross, Foodbank and EdCONNECT, and City of Canning; providing extensive one-on-one case management for Students at Educational Risk, including students who accrued Disability Resourcing; working closely with the Department of Communities to support students in their care; engaging and supporting Aboriginal students and through the STARS Program and within the Moorditj Waangkiny (Aboriginal Education Committee); and offering all students access to the free Breakfast Club Program three days a week.



Priority 4 - A Connected Community

Lynwood Senior High School is proud to be a school that strives to make our community a better place through the holistic education of our young people. Our new Business Plan 2025–2027 positions A Connected Community as one of four key priorities, reaffirming our belief that strong, authentic partnerships enhance student learning, wellbeing and future success.

In 2025, we have continued to strengthen relationships with parents, carers, local schools, community organisations and industry partners to ensure that every student benefits from meaningful connections beyond the classroom.

Partnering with Parents and Carers

Our commitment to a “no surprises” approach to communication has guided our work this year. Through clearer and more consistent communication protocols, we have continued to build trust with families and reinforce our shared responsibility for student success.

Parents and carers are recognised as essential partners in learning. Regular contact regarding academic progress, attendance, wellbeing and pathway planning ensures families are well informed and actively engaged. Our School Board and P&C remain highly valued contributors to school improvement, providing strong governance, community voice and strategic oversight.

The 2025 Public School Review commended the school's open and purposefully aligned communication processes, highlighting the strong, collaborative culture amongst staff, students and key stakeholders. This affirmation reflects the collective effort to maintain respectful, transparent and timely engagement with our community.

Strengthening Primary and Secondary Connections

Transition remains a key focus in building a connected educational pathway for students. In 2025, we continued structured collaboration with our local intake primary schools through:

- Principal and leadership network meetings
- Learning Support transition processes
- Academic and pastoral information sharing
- The ongoing development of transition and orientation programs

These partnerships support continuity of care and learning, ensuring students enter Lynwood SHS with confidence and a strong sense of belonging. Monitoring enrolment trends from local intake schools remains an important measure of public confidence in our school, as outlined in the Business Plan.

Community Partnerships and Real-World Learning

Consistent with our vision of “Embracing Diversity, Celebrating Excellence, Together Creating Sustainable Futures”, Lynwood SHS actively fosters partnerships that provide authentic, locally sourced learning experiences.

In 2025, Learning Areas continued to embed at least two community-based learning experiences within their operational planning, strengthening connections between curriculum and real-world contexts. These experiences included collaborations with:

- Local government and environmental organisations
- Tertiary institutions and training providers
- Industry representatives and workplace learning hosts
- Corporate and philanthropic organisations



Priority 4 - A Connected Community

Our Futures Centre continues to play a central role in connecting students to meaningful post-school pathways. Through structured career education programs, VET partnerships, Curtin UniReady, TAFE VETDSS and workplace learning opportunities, students are supported to make informed decisions about their futures.

The Public School Review recognised the school's strategic partnerships and wraparound services that enhance both student wellbeing and academic access. These partnerships remain fundamental to ensuring every student pathway is valued and supported with rigour and respect.

Cultural Responsiveness and Inclusive Community

Lynwood SHS is a proudly diverse school community. In 2025, we continued to strengthen culturally responsive practices and authentic partnerships with Aboriginal families and community members.

Our commitment to reconciliation and cultural responsiveness aligns with the Business Plan priority to walk alongside Aboriginal students and families, ensuring improved outcomes and strong cultural identity. The 2025 Public School Review validated the school's culturally responsive initiatives and inclusive environment for Aboriginal students. Programs such as Birdiya Koorlangka, Stars, our AIEO support structures and community partnerships continue to foster belonging, leadership and connection to culture.

Similarly, our Intensive English Centre strengthens community connections for newly arrived families, supporting both students and caregivers to successfully transition into Australian schooling and the wider community.

Student Leadership and Voice

A connected community is strengthened when students are empowered as leaders. In 2025, Student Council representatives continued to contribute to School Board meetings and whole-school improvement discussions.

The Business Plan outlines a review and broadening of student leadership structures to enhance representation and voice. This work has commenced, with a focus on ensuring student perspectives meaningfully inform school decision-making processes.

Our student leaders continue to represent the school at community events, primary school engagements and regional activities, modelling our motto: Learners Today, Leaders Tomorrow.

Looking Forward

The 2025 Public School Review resulted in a three-year return, acknowledging the strength of Lynwood SHS and the quality of its relationships, leadership and improvement processes. This endorsement reflects the collective commitment of staff, students and families to sustained improvement and strong community partnerships.

As we continue to implement the Business Plan 2025–2027, our focus remains on:

- Deepening authentic partnerships
- Enhancing transparent communication
- Expanding real-world learning opportunities
- Strengthening student voice
- Building trust, inclusion and belonging across our community

Together, we remain committed to creating a connected, inclusive and aspirational school community where every student is supported to achieve their personal best and contribute positively to the world beyond Lynwood Senior High School.



Environment and Life Sciences (EaLS) Program

In 2025, the Environment and Life Sciences (EaLS) program continued to offer a distinctive and engaging learning pathway for students in Years 7 to 9. The program reflected Lynwood's commitment to sustainability, academic enrichment and community engagement through a hands-on curriculum supported by university, industry and community partnerships. Students participated in a wide range of authentic learning experiences that connected classroom learning to real-world challenges. 2025 also marked a significant transition for the program, with Mrs Paterson taking up an opportunity at another school. Her contribution to EaLS has been substantial, and she will be greatly missed.

Environmental Advocacy and Conservation

Environmental advocacy and conservation remained central to EaLS in 2025. In Term 1, Year 7 students explored biodiversity through a school audit supported by Murdoch University's Taxonomy Tree incursion. Year 9 students investigated textile waste and sustainable fashion, culminating in the Shop and Swap Sustainable Fashion Show. Students also participated in revegetation activities along Bannister Creek with Tree Net, Millennium Kids, Water Corporation and SERCUL, by planting tube stock and learning about the importance of habitat restoration and sustainable waterway management. In Term 4, Year 8 students designed and built Black Cockatoo nesting boxes with support from Kaarakin Black Cockatoo Conservation Centre, while Year 9 students used camera traps through Murdoch University's Fauna in Schools program to monitor wildlife on campus.



Sustainability and Education

Throughout the year, EaLS students deepened their understanding of sustainability through incursions and excursions. Year 7 students explored water scarcity, threats and filtration through a Water Corporation incursion and AQWA excursion. Year 8 students investigated renewable technologies through the Synergy Solar Car Challenge, a Curtin University Micro:Bit project and a Scitech excursion. In Term 3, Year 7 students focused on passive house design while Year 8 students researched emerging sustainable technologies, with both year groups preparing interactive stalls for our school's annual Sustainability Expo. Later in the year, Year 7 students used waste audit data to design educational sustainability games in partnership with the City of Canning, WasteSorted and Jake Bamford, creator of Bin Off. These experiences reflected the program's emphasis on applied learning and promoting sustainability education to the wider school community.

Extra-curricular and Personal Development

EaLS continued to provide valuable opportunities for students to build leadership, collaboration and confidence. Year 8 students hosted the Welcome to EaLS Afternoon Tea for incoming Year 7 students. Selected students participated in the Curtin Girls in STEM program, while Years 8 and 9 students entered the Young Innovators WA Awards. Year 9 students also led the organisation of the WasteSorted Student Meet and Sustainability Expo and attended the Year 9 EaLS Camp at Point Peron. Year 8 students further represented Lynwood in the Minister's Innovation Challenge, presenting solutions to local environmental issues. Each opportunity supported the development of teamwork and public presentation skills.



Environment and Life Sciences (EaLS) Program

Academic Achievements

EaLS students achieved strongly in a range of state and national competitions across the MESH learning areas, earning certificates of merit and distinction. These achievements, along with success in robotics, debating and STEM activities, reflect the strong academic and co-curricular culture of the program and were recognised at the EaLS Awards Ceremony.

Community and government partnerships

A key strength of the EaLS program in 2025 was the breadth of its partnerships with universities, community organisations and external agencies. Students worked with Murdoch University, Curtin University, Water Corporation, AQWA, Scitech, Engineers Without Borders, Millennium Kids, Tree Net, SERCUL, Kaarakin Black Cockatoo Conservation Centre, WasteSorted and the Young Entrepreneurs Academy WA. These partnerships enriched student learning by providing expert input, authentic audiences and practical contexts.

EaLS students in 2025 engaged in a broad range of meaningful learning experiences that strengthened their academic understanding and commitment to environmental and social responsibility. Through hands-on projects, leadership opportunities and community partnerships, students developed important capabilities in environmental advocacy and 21st-century learning. We look forward to continuing to provide these opportunities and empowering students to be proactive stewards of the future.



Soccer Academy

The Lynwood SHS Soccer Academy continued to demonstrate outstanding growth, achievement and community impact in 2025, building on its strong reputation as a leading specialist program within the school.

The Academy supported broad student participation across Years 7–12, with 131 boys and 89 girls engaged in the program, including integrated senior classes that strengthened inclusivity and pathway continuity. Student leadership remained a key focus, with captains appointed across all year levels and senior leaders recognised as Head Boy and Head Girl in Soccer, reflecting the program's commitment to developing leadership alongside performance.

In competition, the Academy achieved significant success across multiple formats. In Schools Cup competitions, both boys and girls teams performed strongly, with several teams progressing to finals and semi-finals at regional and state levels. Futsal results were equally impressive, with all boys teams reaching state finals and the senior boys winning the Southern Cup. The girls program excelled, with the Senior A team finishing as State runners-up and junior teams achieving regional success. At the South East Zone Championships, the boys achieved a clean sweep across all year groups, while girls teams in Years 8–10 also secured championships.

Individual excellence was highlighted through state selection, with five students representing Western Australia: Ryan Ikhlef (Under 15 State Futsal), Adam Ikhlef (Under 14 State Futsal), Alim Zein (Under 16 State Futsal), Ahmet Atak (Under 18 State Schoolboys) and Jermaine Kerr (Under 18 State Schoolboys). These achievements reflect the strength of the Academy's high-performance pathways.

Beyond competition, the Academy made a strong contribution to the wider community. Students led and supported major events including Super 7's, primary school carnivals, and inclusive ESSN competitions, developing skills in coaching, officiating and event management. The program also continued to strengthen connections with feeder primary schools through the delivery of regional competitions.

Student development was further enriched through camps, leadership opportunities and international experiences, including the Singapore tour involving 56 students. The annual Soccer Awards Night, attended by over 170 community members, celebrated the achievements and culture of the Academy.

Overall, the 2025 Soccer Academy exemplifies Lynwood SHS's commitment to excellence, student leadership and community engagement, providing high-quality sporting pathways that align with the school's vision of developing confident, capable and connected learners.



Student Council

The Student Council is a focus in the school and during 2025, student leadership was fostered and developed through regular meetings, planning of events and fundraisers, and engagement in programs outside of the school. The Student Council were presented with consistent opportunities to develop as student leaders. The Student Council meet four times a week during Homeroom time. These meetings are primarily led by the Year 11 and 12 members of the Student Council who direct the rest of the group through planning and implementation of a range of fundraising and student wellbeing focused activities. All members from Years 7-12 are expected to regularly report back to their year groups during assemblies and Homeroom visits, requiring students to develop their public speaking skills and confidence in front of large groups. Dedicated time is provided to a staff member who coordinates and supports the Student Council. The Student Council also presented at formal assemblies

and ran school-based events such as a Wellbeing Day, Wear it Purple Day and Harmony Day. Through these activities the Student Council leaders developed planning, organisational and teamwork skills.

The development of Student Voice has been a focus this year. The Student Council have worked with Homerooms to identify issues and concerns around the school that are affecting their year group. This feedback was taken to the Principal and Deputy Principal with ideas for addressing concerns. Numerous ideas have been endorsed and enacted including; upgrades to the HPE changerooms, new water fountains and the possible provision of lockers. The School Captains also gave reports to the School Board as a formal agenda item at meetings.



School Based Intervention Programs

MacqLit Reading Intervention

In 2025, 47 Year 7 students were identified through Progressive Achievement Test in Reading (PATR) data as requiring additional literacy support. Following diagnostic assessment and consultation, 33 students commenced the MacqLit intervention program. Of these, 31 students successfully completed the program.

Throughout the year, students demonstrated improved engagement, confidence and measurable growth in literacy skills. Gains were evident in handwriting, written expression and sustained effort in tasks. Students actively participated in structured oral language activities and increasingly applied phonemic awareness and spelling strategies during explicit instruction sessions.

Teachers reported noticeable improvements in classroom performance and transfer of literacy skills across learning areas. Students responded positively to structured activity booklets, targeted NAPLAN preparation, fluency practice and explicit spelling instruction. Many students also developed strong peer connections and a sense of belonging within the program, with some independently choosing to access the learning space during recess.



Lynwood Enriching Achievement Program (LEAP)

The Lynwood Enriching Achievement Program (LEAP) provides targeted literacy and numeracy support for students in Years 7–9. Each year level includes a capped MESH class of 20 students, supported through a Group Education Plan (GEP) to ensure personalised goal setting and monitoring.

In its second year, more than 80 students accessed LEAP support. The majority of students remained successfully engaged in the program, with 10 students demonstrating sufficient growth to transition back to mainstream classes. This reflects strong progress and effective targeted intervention.

The Year 9 cohort tracked from 2023 to 2025 demonstrated significant upward movement in Numeracy, Reading and Writing. Many students progressed from Needs Additional Support and Developing bands into Strong and Exceeding levels. Writing showed particularly strong growth, highlighting the impact of explicit instruction and targeted scaffolding.

Group Education Plan audits indicate substantial improvement in the achievement of learning goals. Year 7 LEAP recorded the greatest growth, with average goal achievement increasing from 47.02 in 2024 to 70.93 in 2025. Students progressing from Year 8 to Year 9 demonstrated gains of over 17 points in outcomes and nearly 19 points in goals, reflecting strong value-added growth.

Student feedback reinforces the program's success:

- 71% reported improved learning outcomes
- 74% indicated they enjoy being in LEAP
- 61% expressed a desire to continue in LEAP in 2026

LEAP continues to evolve in 2026, with a focus on strengthening alignment to national literacy standards, ensuring high-quality staffing, and refining student identification processes.

School Based Intervention Programs

ACCESS 10

In 2025, the Access 10 program continued to support Year 10 students through a flexible and relationship-focused model. The program integrates core Maths, English, Science and HASS (MESH) subjects with practical learning and career exploration, providing students with meaningful and engaging pathways.

Students participated in workplace learning, industry visits and enterprise projects in partnership with the Lynwood Futures Centre. Targeted literacy and numeracy support was embedded into classroom practice, alongside explicit teaching of teamwork, communication and goal-setting skills.

The program successfully supported students into General Pathway, VET and LEAF placements for Years 11 and 12. Improved attendance, strengthened engagement and clear post-school planning were key achievements across the cohort.

Lynwood Environmental Academic Flexible (LEAF) Learning Program

In 2025, the LEAF program continued to offer a flexible and inclusive senior pathway, combining General WACE courses with outdoor education, sustainability initiatives and leadership development.

Students engaged in project-based learning through the school garden and Cert II Permaculture framework, developing teamwork, responsibility and practical problem-solving skills. Camps and community-based experiences strengthened resilience, independence and collaboration.

The program maintained a strong focus on personalised pathway planning, supporting students towards employment, traineeships and further training. LEAF proudly celebrated successful Year 12 completions in 2025, reflecting improved engagement, sustained attendance and growing confidence among students.

Stars Foundation

Stars Foundation is embedded into the school along with two dedicated full time staff. The program is underpinned by four pillars of personal development: Education, Training and Employment, Healthy Lifestyles, Wellbeing and Community, Culture & Leadership. The program roll out has been successful with majority of the schools Aboriginal girls engaged in the program with various student opportunities across 2025.

A Stars Homeroom was created, as well as an elective to allow the girls in to participate in explicit lessons. Highlights across the year include: the Mini Career Expo to Chevron, Kalgoorlie Netball Camp, the Stars Futures Forum, attendance to the Natre Dame Big Sibling Program, reward excursions for students maintaining regular attendance, NAIDOC week activities, and the Stars Graduation. A standout was the 10 Year Anniversary of Stars, celebrating a significant milestone in the program which has now become a nation-wide program with over 4000 young women across 73 schools.



School Based Intervention Programs

Intensive English Centre (IEC)

In 2025, the Intensive English Centre (IEC) at Lynwood Senior High School continued to provide a supportive and engaging learning environment for newly arrived students developing proficiency in Standard Australian English. Operating at capacity with 6 classes, the centre maintained a strong focus on high-quality EALD curriculum delivery alongside holistic support for students and their families, ensuring that each learner was able to build confidence, language capability and a sense of belonging within the school community. The IEC remains an integral part of Lynwood, providing specialised support that enables students to successfully transition into mainstream schooling.

A range of additional programs and learning opportunities were delivered in collaboration with external agencies and community organisations. Weekly Life Skills sessions designed to build understanding of essential services in Australia, including health and mental health support. Presentations from the RAC and local police further supported students to develop awareness of safety and community services, contributing to their confidence navigating life in Australia.

IEC students enthusiastically participated in a wide range of whole-school activities and events. These included the inaugural Lynwood SHS Cross Country, Harmony Day celebrations, Student Voice feedback sessions, Homeroom assemblies and competitions, and the annual Athletics Carnival. Students also took part in a number of excursions that enriched their learning. Including visits to the Canning River Eco Education Centre, Coogee Beach and the Perth Museum.



Transition to mainstream schooling remained a key priority in 2025. The IEC supported 70 students to successfully move into secondary schools, with strong collaboration maintained between Lynwood staff and destination schools to ensure that each student's learning needs were well understood and planned for. Staff worked closely with families in their home languages to support enrolment processes and strengthen family confidence during the transition period.

As part of the IECs transition program, exiting students participated in learning experiences focused on resilience, confidence and personal growth. These opportunities included participation in Curtin University's AHEAD program and the ABCN mentoring program. These initiatives provided valuable opportunities for migrant students to further develop communication skills, cultural and vocational literacy, and awareness of future education and career pathways.

Student wellbeing remained a strong focus across the Centre. Year 9 and 10 students participated in workshops addressing healthy relationships, while female students attended a full-day program on personal health and wellbeing delivered by Ishar Multicultural Women's Health Services. Students and families were also supported through access to the school psychologist and school nurse, ensuring appropriate guidance around health and mental health needs. In addition, the IEC continued to work closely with Refugee Health professionals from Perth Children's Hospital to strengthen coordinated, holistic support for students and their families.

Through these initiatives, the IEC continued to provide a caring and inclusive environment where students from diverse cultural and linguistic backgrounds were supported to develop their English language proficiency, build confidence, and successfully transition into mainstream education and the wider community.



Targets - Annual Report Outcomes 2025

1. The school will maintain or achieve above WA Public Schools **WACE achievement rate** for the life of this Business Plan.

In accordance with Target 1 of the Business Plan 2025–2027, the school aims to maintain or exceed the WA Public Schools WACE achievement rate of 91% or higher over the life of the Business Plan. While the majority of students successfully achieve WACE, this can present challenges for some students who are still required to meet OLN requirements or achieve the minimum standard of 14 C grades.

In 2025, the school achieved a WACE achievement rate of 93.3%, representing a significant improvement on previous years (2024: 91%; 2023: 84%). This result places the school well above Like Schools and WA Public Schools (both at 90%), clearly meeting the Business Plan target in the first year of implementation.

This strong outcome reflects the effectiveness of the school's shared responsibility for Essential Skills, which has become a key vehicle for WACE monitoring and preparation across the Years 11 and 12 cohort. This approach supports students through targeted OLN preparation, and ongoing WACE progress monitoring, with students actively engaged in understanding and tracking their own achievement requirements.

The sustained upward trajectory in WACE achievement over the past four years highlights the impact of targeted academic monitoring, strengthened senior secondary pathways, and proactive student support structures. The 2025 result not only confirms improved consistency in Year 12 completion and attainment but also establishes a strong foundation for sustaining performance above state and like-school benchmarks throughout the 2025–2027 Business Plan cycle.

To further improve WACE achievement, the school will strengthen early identification of students at risk of not meeting WACE requirements, particularly those requiring OLN or at risk of not achieving the minimum standard of 14 C grades. The shared responsibility for WACE achievement will continue to be embedded, with students actively monitoring their own progress and understanding the requirements for success. Targeted OLN support and academic intervention will remain a priority to reduce reliance on late stage intervention and sustain achievement above WA Public Schools benchmarks over the life of the Business Plan.

2. Retention Metric: 85% of students who leave the school are due to relocation, appropriate employment/training pathways, or IEC transfers.

Our Enrolment Officer tracks and monitors families who leave Lynwood, by gaining information as to the reasons for their decision to leave. This is to ensure that it is due to personal circumstances such as relocation and employment, and not due to school-based factors that we have influence over. Early indication is that this target will be met. In the following years, this will be monitored to ensure our practices best support students and families.

3. The school will maintain or improve the overall **Progress and Achievement Metric** over the life of the Business Plan.

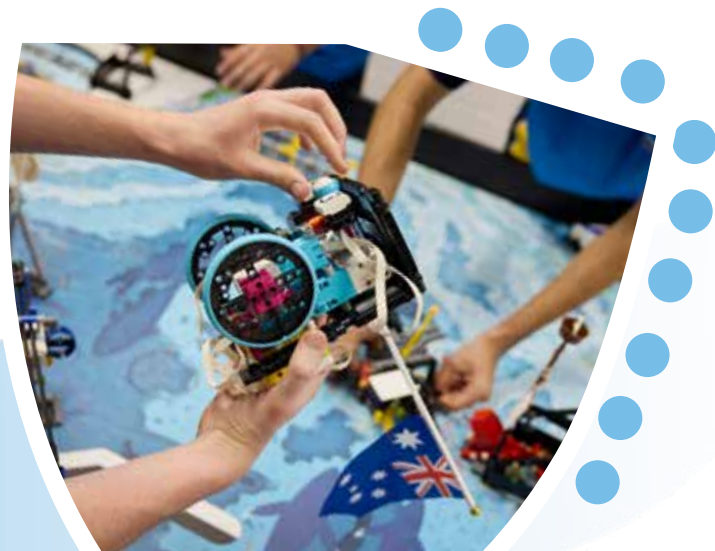
In line with Target 3 of the Business Plan 2025–2027, the school is focused on maintaining or improving the overall Progress and Achievement Metric, with a key strategy being the expansion of Certificate III or higher offerings to strengthen senior secondary pathways and post-school outcomes.

The school has progressively broadened its vocational education offerings, initially providing the Certificate III in Music and Certificate III in Health Services Assistance, and expanding further with the introduction of the Certificate III in Business in 2024. This strategic expansion has contributed to a steady increase in higher-level certificate attainment over time. In 2025, the percentage of students achieving a Certificate III or higher improved from 37% (2024) to 41% in 2025.

In line with Target 3 of the Business Plan 2025–2027, the school is focused on maintaining or improving the overall Progress and

Level of highest qualification achieved: count (% of VET enrolled students)			
	2023	2024	2025
Certificate IV	2 (1%)	1 (1%)	10 (9%)
Certificate III	34 (25%)	43 (36%)	37 (32%)
Certificate II	82 (61%)	63 (53%)	48 (41%)
No Certificate	17 (13%)	10 (8%)	21 (18%)

Looking ahead, the introduction of the Certificate III in Visual Art (Photography) in 2025 and the planned Certificate III in Sports, Aquatics and Recreation from 2026, alongside ongoing partnerships with external RTOs, is expected to further increase Certificate III enrolments. These developments strengthen the school's capacity to support diverse student pathways and provide strong evidence of sustained improvement in progress and achievement aligned with the Business Plan target.



Targets - Annual Report Outcomes 2025

4. Year 12 OLNA achievement to be at or above 91%.

In accordance with Target 4 of the Business Plan 2025–2027, the school aims to achieve Year 12 OLNA attainment at or above 91%. In 2025, OLNA achievement reached 95%, exceeding the target and reflecting sustained improvement over previous years (2024: 91%; 2023: 88%; 2022: 90%).

Component level data highlights particularly strong outcomes in literacy. Writing achievement reached 100% in 2025, improving from 96% in 2024 and 94% in 2023, while Reading achievement increased to 99%, up from 96% in 2024 and 93% in 2023. These results demonstrate the success of whole-school literacy strategies and targeted interventions.

Numeracy achievement was 95% in 2025, remaining above the Business Plan target, though slightly below the 2024 result of 96%. This indicates a small but persistent lag in numeracy relative to literacy outcomes. As a result, the school will continue to prioritise numeracy as a strategic focus, maintaining targeted intervention programs and allocating dedicated resources to support students requiring additional assistance.

Overall, the 2025 data confirms strong progress toward Target 4, while clearly identifying numeracy as an ongoing improvement priority for the remainder of the 2025–2027 Business Plan cycle.

5. The percentage of Year 9 students at Exceeding and Strong levels in NAPLAN is higher than WA Public Schools and increases over the life of this Business Plan.

In accordance with Target 5 of the Business Plan 2025–2027, the school is working to increase the proportion of Year 9 students achieving at the Strong and Exceeding levels in NAPLAN, while maintaining performance above WA Public Schools.

In 2025, Year 9 results exceeded WA Public Schools across all NAPLAN domains, demonstrating strong overall performance. However, the combined Strong and Exceeding results in Reading, Writing, and Grammar and Punctuation did not build on 2024 figures, indicating that while overall achievement remains high, further improvement is required to ensure sustained growth in these areas.

These results highlight the importance of continuing to prioritise the whole school literacy strategies outlined in The Lynwood Way. Consistent and deliberate implementation of these agreed practices by all staff will remain a key focus to strengthen literacy outcomes, improve consistency across cohorts, and further lift high-end Year 9 achievement over the life of the Business Plan.

Year 9 Numeracy

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
Exceeding	7%	12%	9%	11%
Strong	65%	65%	55%	52%
Combined	72%	77%	61%	63%

Year 9 Reading

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
Exceeding	12%	18%	17%	16%
Strong	57%	49%	47%	48%
Combined	69%	67%	64%	64%

Year 9 Writing

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
Exceeding	16%	22%	20%	19%
Strong	52%	39%	38%	38%
Combined	68%	61%	58%	57%

Year 9 Spelling

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
Exceeding	17%	24%	15%	18%
Strong	57%	52%	55%	52%
Combined	74%	76%	70%	70%

Year 9 Grammar & Punctuation

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
Exceeding	12%	18%	14%	15%
Strong	45%	36%	38%	38%
Combined	57%	54%	52%	53%



Targets - Annual Report Outcomes 2025

6. The percentage of Year 9 students at the Needs Additional Support level in NAPLAN is below WA Public Schools and decreases over the life of this Business Plan.

In accordance with Target 6 of the Business Plan 2025–2027, the school aims to reduce the proportion of Year 9 students at the Needs Additional Support (NAS) level in NAPLAN, with performance maintained below WA Public Schools and decreasing over the life of the Business Plan. In 2025, the proportion of Year 9 students requiring additional support remained below WA Public Schools across all NAPLAN domains, indicating effective early identification and support of students at risk.

However, the percentage of students at the NAS proficiency level in Reading, Writing, and Grammar and Punctuation did not decrease compared to 2024, suggesting that while performance relative to WA Public Schools is positive, further improvement is required to achieve sustained reduction in these areas.

Overall, these outcomes reflect the impact of embedded and regularly reviewed intervention programs across Years 7 to 9, including LEAP and MacqLit in Years 7 and 8, which target foundational literacy skills and support improved engagement and achievement as students progress through the school. Maintaining a strong focus on early and targeted intervention will remain a priority to ensure the proportion of students requiring additional support continues to decrease over the life of the Business Plan.

Percentage of students at the Proficiency Level

Year 9 Numeracy

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
NAS	4%	4%	10%	11%

Year 9 Reading

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
NAS	6%	7%	10%	10%

Year 9 Writing

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
NAS	7%	7%	12%	13%

Year 9 Spelling

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
NAS	7%	6%	8%	8%

Year 9 Grammar and Punctuation

Proficiency Level	School		WA Public Schools	
	2024	2025	2024	2025
NAS	10%	11%	16%	16%



Targets - Annual Report Outcomes 2025

7. The comparative performance for Year 9 students in NAPLAN is:

i. At or above expected mean (equal to expected mean or more than one standard deviation above the predicted mean); and

ii. Above WA Public Schools

In accordance with Target 7 of the Business Plan 2025–2027, the school aims to improve the comparative performance of Year 9 students in NAPLAN, with the goal of achieving results at or above the expected mean (equal to the expected mean or more than one standard deviation above the predicted mean) and performing above WA Public Schools.

The data shows significant progress towards meeting this target, specifically in that school performance is for the most part above the predicted school mean. The only exception is the performance in Spelling where it is -0.3 below the expected mean.

When reviewing Year 9 results against Western Australian Public Schools, the school data continues to trend above the state results.

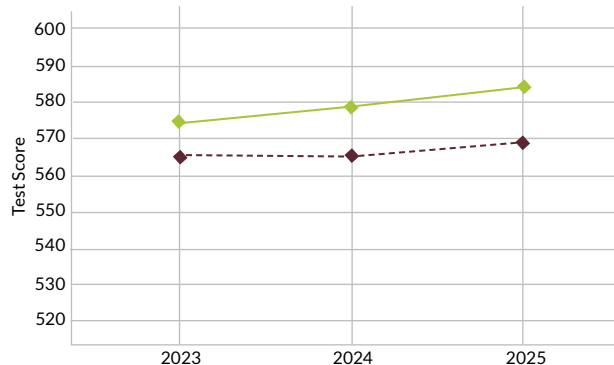
To support improvement, the school has implemented a number of targeted strategies. These include the ongoing use of PAT testing in Reading and Numeracy to support early identification and intervention for students, strengthened processes for EAL/D identification on entry with oversight maintained by the EAL/D Teacher in Charge, and regular analysis of NAPLAN data, with staff engaging in backwards mapping and targeted planning through Learning Area meetings.

These strategies are designed to ensure timely identification of student need, consistency of instructional response, and improved alignment between curriculum, assessment, and intervention. Continued focus on these approaches will support sustained improvement in Year 9 NAPLAN comparative performance over the life of the Business Plan.

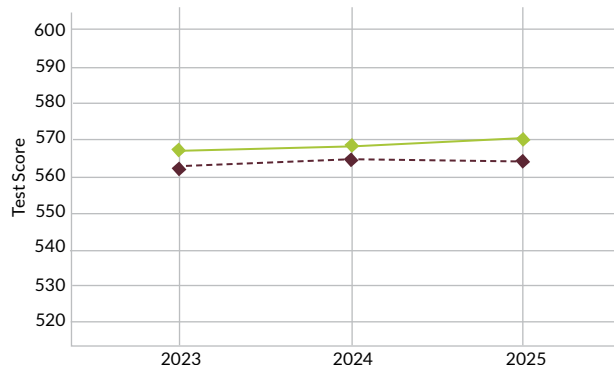
Year 9	Performance		Students	
	2024	2025	2024	2025
Numeracy	1.0	0.9	197	178
Reading	0.5	0.6	196	180
Writing	0.7	0.3	199	180
Spelling	0.7	-0.3	195	178
Grammar & Punctuation	0.6	.02	195	178

◆ Year 9 School
◆ Year 9 WA Public Schools

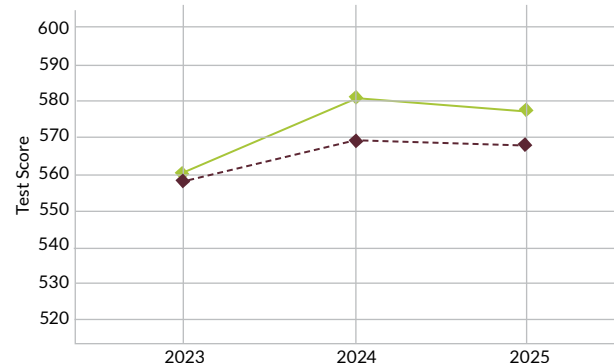
Average Numeracy Score



Average Reading Score



Average Writing Score



Targets - Annual Report Outcomes 2025



8. Regular attendance of students (90% or above) incrementally improves over the life of this Business Plan.

The proportion of students attending at or above 90% has shown steady and sustained improvement across the life of the Business Plan. In 2023, 53.4% of students met the regular attendance benchmark. This increased to 57.7% in 2024, and further to 61.2% in 2025, representing a growth of 7.8 percentage points over two years.

This consistent upward trend demonstrates that whole-school expectations around attendance are becoming increasingly embedded. The data reflects improved student engagement and a stronger culture of accountability, where regular attendance is understood as essential to achieving personal best and maintaining Good Standing.

The improvement also indicates greater consistency in how attendance expectations are communicated and reinforced across year levels. Students are responding positively to clearer structures, strengthened pastoral care processes and consistent follow-up, resulting in a growing proportion meeting the 90% benchmark.

While further growth remains a priority, the incremental gains achieved each year provide strong evidence that the school is successfully shifting attendance behaviours in a sustained and measurable way.

9. Regular attendance of students (90% or above) incrementally improves over the life of this Business Plan.

In 2024, Lynwood Senior High School recorded an attendance rate of 86.1%, increasing to 87.1% in 2025. While the school has not yet met the 90% target set within the 2025–2027 Business Plan, the upward trend reflects a strengthened focus on attendance as a key driver of student achievement, wellbeing and engagement.

The improvement demonstrates that revised systems within Student Services and clearer tracking of students below 90% attendance are having measurable impact. Attendance is recognised as foundational to academic progress, positive behaviour and belonging. Consistent monitoring across lower and senior school, alongside strengthened communication with families, has supported this growth.

To further accelerate progress, 2026 will see the appointment of a dedicated Attendance Officer to strengthen early identification, coordinate timely intervention and ensure proactive family engagement. Continued emphasis on Tier 1 Positive Learning Environment strategies, structured case management for students at risk, and strong partnerships with families will remain central to lifting attendance rates toward the 90% target.

Targets - Annual Report Outcomes 2025

10. The percentage of students maintaining their Good Standing incrementally improves over the life of this Business Plan.

For many years, Student Services track and monitor Good Standing via student attendance, behaviour and academic performance. It is a vital part of our engagement and reward systems throughout the school. There is a focus of working with parents/carers and students to support each child to resolve any concerns in a timely fashion to minimise the impact on their school program. Looking at the percentage of students who have maintained their Good Standing, there have been positive trends across 2022, 2023 and 2024. Unfortunately, in 2025, due to the change in platforms, from SEQTA to Chronicle, accurate Good Standing data was difficult to track and monitor. This will be key work in Student Services for 2026, to ensure the Good Standing Policy is enacted consistently and accurately.

11. The school will reduce the percentage of D and E grades in Years 7 to 12 over the life of this Business Plan.

In accordance with Target 11 of the Business Plan 2025–2027, the school is working to reduce the percentage of D and E grades across Years 7 to 12 over the life of the Business Plan. Analysis of Grade Patterns data for 2024 and 2025 indicates that while the majority of students are achieving at a C grade or above, D and E grades remain evident across multiple year levels and learning areas, with some variability between cohorts. This suggests that, although progress is being made, further targeted action is required to improve consistency of achievement for students performing below the expected standard.

In response, the school has embedded targeted strategies within Learning Area Operational Plans, including the identification of two carefully selected D and E students per class to receive focused, intentional support aimed at improving outcomes. This approach is supported by a clear expectation that all students complete every task within the learning program, reinforcing high expectations and accountability for learning.

These strategies are further strengthened by the school's commitment to effective and timely communication with parents and carers when students are performing below | expected standards, ensuring shared responsibility for improvement. Ongoing monitoring of grade patterns will be used to evaluate the impact of these strategies and support a sustained reduction in D and E grades across Years 7 to 12 over the life of the Business Plan.

	% D/E Grades in 2024	% D/E Grades in 2025
7	14.14%	15.09%
8	21.24%	19.41%
9	16.13%	17.75%
10	22.52%	21.51%
11	19.08%	15.08%
12	14.54%	17.23%





Lynwood Senior High School 2025 One Line Budget Revenue and Expenditure

One Line Budget

	Budget	Actual
Carry Forward (Cash)	\$680,756	\$680,756
Carry Forward (Salary)	\$525,822	\$525,822

Income

Student-Centred Funding (Including Transfers & Adjustments)	\$17,850,652	\$17,850,652
Locally Raised Funds	\$1,399,435	\$1,378,402

Total Funds:	\$18,918,439	\$18,919,704
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Expenditure

Salaries	\$16,197,872	\$16,197,872
Goods and Services (Cash)	\$2,899,938	\$2,657,724

Total Expenditure	\$19,097,810	\$18,885,596
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Variance

	\$1,358,856	\$1,580,037
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INCOME

Carry Forward (Cash)	\$680,756	\$680,756
Carry Forward (Salary)	\$525,822	\$525,822

Student-Centred Funding

Per Student	\$13,575,284	\$13,575,284
School and Student Characteristics	\$3,069,647	\$3,069,647
Disability Adjustments	\$102,206	\$102,206
Targeted Initiatives	\$1,022,253	\$1,022,253
Operational Response Allocation	\$75,705	\$75,705

Total Funds	\$17,845,095	\$17,845,095
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Transfers and Adjustments

Transition Adjustment	#N/A	#N/A
School Transfer - Salary	(\$1,282,039)	(\$1,282,039)
School Transfer - Cash	\$1,294,950	\$1,294,950
Department Adjustments	(\$7,353)	(\$7,353)
Total Funds:	\$5,558	\$5,558

Locally Raised Funds (Revenue)

Voluntary Contributions	\$117,000	\$101,255
Charges and Fees	\$881,139	\$881,139
Fees from Facilities Hire	\$136,850	\$136,850
Fundraising/Donations/Sponsorships	\$23,032	\$23,032
Commonwealth Govt Revenue	-	-
Other State/Local Govt Revenues	\$3,000	\$3,000
Revenue from Co, Regional Office and Other Schools	-	-
Other Revenues	\$110,361	\$105,073
Transfer from Reserve or DGR	\$128,053	\$128,053
Total Funds	\$1,399,435	\$1,378,402
Total	\$20,456,666	\$20,453,633

Expenditure - Dec 2025 (Verified Dec Cash)

	Budget	Actual
Salaries		
Appointed Staff	\$14,846,537	\$14,846,537
New Appointments	\$0	\$0

Goods and Services (Cash Expenditure)

Administration	\$199,459	\$146,026
Lease Payments	\$315,500	\$346,180
Utilities, Facilities & Maintenance	\$523,850	\$474,373
Building Property & Equipment	\$358,374	\$384,817
Curriculum & Student Services	\$1,140,907	\$983,070
Professional Development	\$26,441	\$26,407
Transfer to Reserve	243,000	243,000
Other Expenditure	\$84,267	\$48,107
Payment to CO, Reg. Off. & Oth Sch.	\$8,139	\$5,745
Total Funds	\$2,899,937	\$2,657,725
TOTAL	\$19,097,809	\$18,855,597



Respect • Resilience • Inclusion • Personal Best

Lynwood Senior High School
Learners today, Leaders tomorrow

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