



Lynwood Senior High School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Opened in 1974, Lynwood Senior High School is located in the suburb of Parkwood, approximately 20 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school's Intensive English Centre provides a specialised, culturally and age-appropriate cross-curricula English language program to support students who are in the early stages of learning Standard Australian English (SAE) as an additional language or dialect.

Currently, there are 1,264 students enrolled from Years 7 to 12. Lynwood Senior High School has an Index of Community Socio-Educational Advantage of 994 (decile 5).

Lynwood Senior High School gained Independent Public School status in 2012.

The school is supported by an active Parent and Citizens' Association (P&C) and School Board.

The first Public School Review of Lynwood Senior High School was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

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 leadership team closely examined the Standard, ensuring that their self-assessment was comprehensive and demonstrated that all aspects of each domain were met.
- The school's Electronic School Assessment Tool (ESAT) submission was completed through a collaborative effort. Gathering evidence from staff and input from senior leaders who were assigned ownership of the 6 domains, school-wide engagement and insights in the review process were both provided.
- School Board members and P&C representatives, with a deep understanding of the school's history, elaborated on the embedded school culture and acknowledged the continued progress the school has made.
- A purposeful tour of learning environments by proud and articulate student leaders provided valuable insights into their appreciation of their school.
- Students' contribution provided a perspective into their school experiences which emphasised the positive view they hold of the learning environment and the opportunities that are provided for them.

The following recommendation is made:

- Consider utilising the ESAT as a repository for information and evidence in each domain within the Standard as an ongoing exercise as a part of the established self-assessment process the school engages in.

Relationships and partnerships

Relationships between staff, students and the community are positive, mutually respectful and founded on trust. The school has created a strong, collaborative and supportive culture amongst staff and students and key stakeholders in the community.

Commendations

The review team validate the following:

- Strategic partnerships with external agencies enrich the learning experiences, providing wraparound services that enhance student wellbeing and academic access.
- Communication throughout the school is both open and purposefully aligned with its vision and improvement goals, fostering stronger staff morale and enhancing operational effectiveness.
- Staff collaboration has been strengthened through improved access to case management tools and documented plans, enhancing consistency in supporting students at educational risk.
- The School Board demonstrates strong governance, with active community representation and meaningful student voice through regular participation of student captains.
- The school demonstrates culturally responsive initiatives that are fostering a safe and inclusive environment for Aboriginal students.

Recommendation

The review team support the following:

- Clarify and formalise The Lynwood Way ethos by creating a Connected Community document for staff and parents outlining clear protocols for communication, complaints, digital engagement and staff expectations to ensure respectful, timely and transparent interactions.

Learning environment

Staff are committed to ensuring all students feel supported, challenged and safe within their school environment. An orderly environment is evident and is supported through whole-school programs and structures and reinforced by the school values: Respect, Resilience, Inclusivity and Personal Best.

Commendations

The review team validate the following:

- The school's evolving multi-tiered system of support framework reflects a commitment to inclusive education. Staff are increasingly adept at identifying and implementing tiered supports tailored to individual student needs.
- The student services team source programs, agencies and strategies to extend their support of students in line with their needs, enabling all to flourish.
- The school's commitment to diverse pathways ensures that every student's strengths and interests are recognised. Whether academic, vocational or alternative, each route is supported with equal rigour and respect.
- The Intensive English Centre is a model of holistic support where staff go beyond the classroom to support the linguistic, cultural and social needs of students.
- The school's Positive Behaviour Environment, embedded through homeroom lessons and visible expectations in and around the school, effectively reinforces core values and promotes a consistent culture of respect and inclusion.

Recommendation

The review team support the following:

- All staff to integrate the Positive Learning Environment pillar into the Lynwood Way framework with fidelity. This includes homeroom roles and responsibilities, house development and the teaching and reinforcement of explicit/expected behaviours and values in the Positive Behaviour Matrix.

Leadership

The school creates opportunities for staff to lead, supporting professional and personal development, which contributes to a culture of growth and professional aspiration.

Commendations

The review team validate the following:

- The senior executive team demonstrates inclusive leadership fostering a culture where staff feel genuinely valued and empowered.
- The leadership team's visibility, support and responsiveness contribute to a psychologically safe environment that encourages innovation and collaboration.
- Staff consistently highlight the leadership team's ability to lead with empathy and clarity, reinforcing a sense of belonging and shared purpose across the school.
- The 2024 Aspirant Leaders Program is a cornerstone of the school's leadership development strategy. It not only identifies emerging talent but also provides structured pathways for growth, reflection and impact.
- Heads of learning areas play a pivotal role in cultivating leadership capacity, offering aspirants real-world challenges and mentoring that build confidence and readiness for future roles.
- Feedback loops are well-established, allowing staff to contribute meaningfully to decision making processes and feel heard in shaping the school's direction.

Recommendations

The review team support the following:

- Develop and implement a whole-school change management model to guide strategic initiatives with clear stages, roles and expectations, ensuring consistent, inclusive and evidence-informed change processes across the school.
- Develop and implement a senior leadership professional learning plan to strengthen leadership capacity ensuring leaders possess the skills, confidence and shared language required to lead with consistency and impact.

Use of resources

Embedded systems for planning, budgeting and managing human, financial and physical resources are in place and align with agreed priorities to continue to address the enhancement of student outcomes.

Commendations

The review team validate the following:

- The collaboration between the senior leadership team, executive team and Finance Committee has ensured decisions are transparent and evidence-based, linking operational change directly to strategic planning and budget sustainability.
- The school's self-review processes are improving efficiency, staff understanding and organisational alignment, confirming that resourcing and structures are effectively supporting the school's core priorities.
- Evidence from strategic initiatives, staff input and case documentation demonstrates a strong alignment between resource allocation and student needs, resulting in improved learning outcomes.
- Resources have been strategically allocated to establish dedicated leadership roles that support differentiated teaching and targeted intervention practices across the school, while also leading complex case management for students with disabilities.

Recommendations

The review team support the following:

- Finalise and implement a comprehensive workforce plan to consolidate recent role and structure reviews, providing clear visibility of staffing trends, emerging needs and succession priorities.
- Continue developing the Reconciliation Action Plan and establish a cultural reference group, led by Aboriginal staff and parents through a paced, co-designed process.

Teaching quality

Lynwood Senior High School is committed to providing teaching practices aimed at developing individual strengths and talents. This is articulated in The Lynwood Way framework, outlining consistent practice, reducing variability and developing a shared language and understanding of effective teaching approaches.

Commendations

The review team validate the following:

- The High Impact Teaching Committee has produced and implemented school-wide classroom resources to support the consistent delivery of The Lynwood Lesson and enhance instructional clarity.
- Academic data, including Progressive Achievement Tests reading, Progressive Achievement Tests mathematics, OLNA¹, and NAPLAN² is systematically analysed at whole-school and cohort levels to identify learning gaps and inform differentiation pathways.
- Professional learning records confirm all staff participation in differentiation-related professional learning featuring high impact teaching framework implementation, classroom management strategies, literacy intervention and English as an additional language or dialect pedagogy.
- Heads of learning areas have completed the Leading Cultures of Teaching Excellence program, with many senior leaders having engaged with the department's Emerging and Team Leaders program. These programs strengthened leadership capability, with leaders applying the Collaborative Complex Problem-Solving Tool to address challenges with data-driven problem-solving tools to align leadership actions with targeted interventions.
- A number of aspirants are progressing toward classroom management strategies Conference Accredited Trainer status, strengthening in-school expertise and mentoring which enhances teaching quality by equipping staff with evidence-based behaviour management strategies and fostering a sustainable culture of reflection and improvement.
- Induction processes ensure that new staff are made aware of and are supported in The Lynwood Way.

Recommendation

The review team support the following:

- Finalise and implement The Lynwood Way framework, High Impact Teaching pillar and embed reflective practice ensuring all staff engage in ongoing self-assessment, professional dialogue, and evidence-informed improvement to enhance consistency and collective efficacy in teaching practice.

Student achievement and progress

This school demonstrates a commitment to the success of all students while recognising that success looks different for every student. Staff make effective use of achievement data to respond accordingly and promote improvement in student outcomes.

Commendations

The review team validate the following:

- Student achievement and progress has improved, with measurable outcomes clearly reflecting the school's established priorities, strategies and targets.
- Staff demonstrate a proactive approach to student engagement, using data and dialogue to personalise learning journeys and celebrate individual achievements.
- The introduction of Curtin UniReady, Foundation English and Mathematics classes, Essential Skills lessons, and a dedicated OLNA preparation program within Essential Skills are key strategies used to strengthen literacy and numeracy in senior years.

Recommendation

The review team support the following:

- Elevate numeracy improvement as a strategic priority, ensuring greater focus and coordinated action by developing and implementing a whole-school numeracy plan with targeted numeracy supports.

Reviewers

Keith Svendsen
Director, Public School Review

Alison Parolo
Principal, Baldivis Secondary College
Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 Online Literacy and Numeracy Program
- 2 National Assessment Program – Literacy and Numeracy