



# MOUNT LAWLEY SENIOR HIGH SCHOOL

## 2011 Annual Report



### SECONDARY GRADUATION



#### 2011 Outcome Graduation Rate

School: 98.16 %  
State: 97.39%

#### UNIVERSITY ENTRANCE 2012

93.84 % of WACE students who applied were offered a public university place with 67.69% gaining their first choice



#### Courses offered:

Languages  
Engineering  
Law  
Science  
Commerce/Business  
Computer Science  
Communications/Journalism  
Nursing/Health  
Arts/Humanities  
Justice  
Education  
Physiotherapy  
Pharmacy  
Economics  
Science  
Law/Music  
Music  
Psychology  
Podiatry

#### STATE TRAINING PROVIDERS (STP)

##### STP ENTRANCE 2012

66.67 % of students applying offered first preference and 90.91% a place. in a STP (formerly TAFE)

#### Courses offered:

Business  
Design Fundamentals  
Renewable Energy  
Engineering  
Community Services Work  
Education Support  
Events Management  
Media (Film & TV) (Digital)  
Conservation & Land Management  
Laboratory Skills  
Environmental Science (Management)  
Residential Drafting  
Sport (Development)  
Electronics  
Companion Animal Services  
Outdoor Recreation (Marine Tourism)  
Fitness  
Automotive Vehicle Painting  
Allied Health Assistance  
Interior Decoration  
Frontline Management

The 2011 Annual School Report is presented for perusal by parents and community members. The report includes the requirements for school reporting.

#### NATURE OF THE COMMUNITY

Mount Lawley is a residential suburb that is located 5kms north of the Perth CBD. In the main it lies within the City of Stirling with the most southern component in the City of Vincent.



#### THE SCHOOL

Mount Lawley Senior High School provides a comprehensive educational program for the suburb and surrounding areas, including Inglewood, Mount Hawthorn, North and East Perth, Yokine, Dianella, Maylands and Leederville. It is one of two Gifted Language schools in the State and this, and the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, attract students from a wider range of suburbs to take advantage of the school's sound academic reputation. Over 1,400 students were enrolled at the school during 2011.

#### SCHOOL PURPOSE STATEMENT - Dedicated to Learning

The purpose of the school is expressed as Mount Lawley Senior High School aims to maximise the enjoyment of learning and achievement for all students within a compassionate and democratic school culture, encouraging them to be responsible, creative and engaged lifelong learners. The school community encourages the development of the Shared Core Values of the Curriculum Framework.

#### OUTCOMES SOUGHT FOR STUDENTS

The vision of the school 'Inspire to Aspire' articulates the broad outcomes sought for students. These are directed towards participation in society in a responsible fashion, demonstrating respect and displaying a sense of pride.

In terms of learning outcomes, the 13 Overarching Learning Outcomes of the Curriculum Framework form the cornerstone of school operations.

#### PROGRAMS OFFERED

In Years 8-10 students complete a study program centred on the eight learning areas of the Curriculum Framework. All are compulsory.

In Years 11/12 students can select from a wide range of WACE courses. They may also choose to complete Workplace Learning and Certificates from the training curriculum. Parents have high expectations for their children and support the university, TAFE, traineeship and employment pathways that are available. The Certificate IV in Jazz, Contemporary Music and Classical Music is also offered in collaboration with WAAPA at Edith Cowan University. This is the only school in the State able to offer this course.

The Language program is available to students from Years 8-10 who gain entry through state-wide testing under the Gifted and Talented Education (GATE) program. In Years 8-10, the SVAPA (Specialist Visual And Performing Arts) and Jazz Music courses are also offered.

School staff implement rigorous programs that are designed to extend students and prepare them for their future. Students at-risk are catered for with a range of extension, pastoral and literacy and numeracy initiatives. Special needs students are supported with relevant programs and individual assistance. An AIEO supports Aboriginal students. Students at Mount Lawley Senior High School are also supported by a dedicated Student Services team, staffed by specialists, who are able to provide a wide range of support for students.

A CadetsWA Bush Ranger unit is also available and provides opportunities to enhance team skills, leadership qualities and personal attributes.

#### 2011 OUTCOMES

The outcomes achieved by students in 2011 were sound. The school's Year 12 WACE performance exhibited variable results, however, it was noted for some very strong individual and subject performances.

The Graduation rate and Median ATAR were similar to the previous year. Stage 1 results improved. The NAPLAN tests and results showed that students achieved above the NAPLAN Standard in all domains. NAPLAN results place the school as one of the better performers in the State. MSE9 performance was also above the expected State results. These factors are explained in later sections.

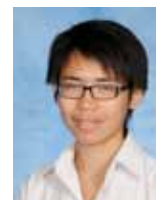


#### MOUNT LAWLEY SHS

- Established 1955.
- Over 1,400 students enrolled in 2011.
- Over 100 teachers, all registered with WACOT.
- 50 support staff.
- Wide range of programs.
- Extensive computer network.
- Experienced and stable staff



#### CURRICULUM COUNCIL Certificate of Distinction MATHEMATICS



Yuekun (Kevin) Hu

#### TISC

##### ATAR RESULTS 99 Club



Yuekun (Kevin) Hu

Nhi Lu



Ling Xu

#### PREMIER'S BEST & BRIGHTEST AWARD



Yuekun (Kevin) Hu

Jessica Wink



## Year 12 Highlights

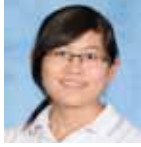


### YEAR 12 SCHOOL AWARDS FOR 2011

**DUX AWARD**  
Yuekun (Kevin) Hu



**RUNNER-UP DUX**  
Nhi Lu



**GENERAL STUDIES DUX**  
Ashlyn Burton



**VOCATIONAL EDUCATION & TRAINING DUX**  
Jessica Wink



**CHRISTINE RICHARDSON CITIZENSHIP AWARD**  
Cameron Furness



**CALTEX ALL ROUNDER AWARD**  
Kathryn Prast



**SPORTSMAN OF THE YEAR**  
Dylan Pietrola



**SPORTSWOMAN OF THE YEAR**  
Eliza Wilson



**BHP BILLITON SCHOLARSHIP**  
Daniel Khaimov and John La Piana



**RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR**  
Aidan Taverniti



**ADF LONG TAN LEADERSHIP & TEAMWORK AWARD**  
Sophie Prober



**COMMUNITY SERVICE & PARTICIPATION AWARD**  
Wesley Majeks



**ART'S AWARD**  
Belinda Cox



### YEAR 12 PERFORMANCE

The following table summarises the school's performance and where possible, this is compared to State results. For some measures, the State outcomes were not provided or could not be calculated. In the university pathway (WACE examinations) a number of students achieved outstanding results. In total, 34 students gained an ATAR of 90 or higher with 44.4% of students with one of 80 or higher. (This is the lowest ATAR that will lead to entry in any WA public university.)

Of the 2011 Year 12 cohort, 15 students gained Certificates of Excellence (18 'A' Grades or better over Year 11 and 12) an increase in number over 2010. Ten WACE subjects scored above the State average. Three WACE subjects were in the Top 10. Five subjects were better than those results for similar schools.

Perhaps the most outstanding statistic is post-school acceptance. For university bound students, 92.18% of eligible students were offered a place and 63.28% students their first choice, again, a better result than 2010. Of the students studying in a VET pathway, 58.94% gained a Certificate II course or higher. Of the students seeking to enter a STP, 93.10% of applicants were offered a place, 72.41% their first preference. (Some students did not commence their STP course as they were offered, and accepted, a university place or employment.) Mount Lawley SHS successfully transitions its graduates to a post-school pathway of choice.)

Summary of Key Year 12 Performance Indicators.

| Factor  | School Outcome | State Outcome |
|---|----------------|---------------|
| <b>Graduation Rate</b>  | 98.16          | 97.39         |
| % of Students Gaining Scaled Score of at least 75% in a WACE Course | 26.54          | Not Reported  |
| % Students in Stage 2 Course with Score of at least 65%             | 24.00          | 31.94         |
| % Students in Stage 3 Course with Score of at least 65%             | 33.98          | 43.74         |
| % Students in Stage 2 Course with Score of at least 75%             | 4.00           | 8.05          |
| % Students in Stage 3 Course with Score of at least 75%             | 11.14          | 14.72         |
| % of WACE students in the top third of the State                    | 29.00          | Not Reported  |
| % Offered First Preference in a Tertiary Institution                | 67.69          | 69.17         |
| % Offered Place in a Tertiary Institution                           | 93.89          | 92.14         |
| Median TER for WACE Students  | 77.65          | 78.55         |
| % of Students Gaining an 'A' grade in a Stage 1 Course              | 33.00          | Not Reported  |
| % Students Completing at least 220 Nominal Hours of VET Study       | 23.04          | 22.64         |
| % Students Participating in VET                                     | 24.42          | 36.52         |
| % of Students Achieving AQF Cert II or higher                       | 58.94          | 18.22         |
| % of Students Completing at least one UoC                           | 24.42          | 36.54         |
| % Offered First Preference in a STP (TAFE)                          | 66.67          | Not Reported  |
| % Offered Place in a STP (TAFE)                                     | 90.91          | Not Reported  |
| % Completion Rate (55 ATAR or Cert 2)                               | 81.00          | 60.80         |

The school's median ATAR score was slightly below that for the State. The median ATAR, adjusted for socioeconomic and population factors, is the factor that determines overall performance against similar schools.

For 2011, the resulting outcome of 0.2 of a Standard Deviation above the mean, is a strong result when compared to like schools.

In 2011, Mount Lawley SHS achieved a good result in terms of comparison to similar or like schools.

A relatively new measure is the Attainment rate. This is the percentage of students gaining an ATAR of at least 55 or a Certificate II qualification. In terms of the State, this was at 60.8%, however, Mount Lawley SHS attained 81%. This is a significant result as it indicates the articulation post-school to a preferred study or employment pathway. The school's result was one of the best in the state.

|   | 2011* |
|---|-------|
| ATAR-Median-Relative-Performance*       | 0.2*  |
| ATAR-Change*                            | ↔     |
| ATAR-%-55+*                             | 81%*  |
| Attainment-[55+-or-Cert-II-Completion]* | 81%*  |

### SUBJECT AWARDS 2011

|  |   |
|--|---|
| ENGLISH AL/D 1C/D<br>Ying Lin                    | GEOGRAPHY 3A/B<br>Ashlyn Duce   |
| ENGLISH AL/D 3A/B<br>Nhi Lu                      | MODERN HISTORY 3A/B<br>Safian Paul  |
| ENGLISH 1C/D<br>Joshua Hall                      | POLITICS & LAW 3A/B<br>Safian Paul  |
| ENGLISH 2C/D<br>Kim Dao                          | PSYCHOLOGY 3A/B<br>Ashlyn Duce & Alana Temple                                 |
| ENGLISH 3A/B<br>Audrey Wade                      | ACCOUNTING & FINANCE 3A/B<br>Akaasha Nadeem                                   |
| LITERATURE 3A/B<br>Safian Paul                   | BUSINESS MANAGEMENT & ENTERPRISE 3A/B<br>Jasmine Ha                           |
| CHINESE BACKGROUND SPEAKERS 3A/B<br>Ling Xu      | CAREER & ENTERPRISE 1C/D<br>Ashlyn Burton                                     |
| CHINESE SECOND LANGUAGE 3A/B<br>Sinh Tai Tran    | CERTIFICATE II BUSINESS<br>Isabella Sharp                                     |
| FRENCH 3A/B<br>Stephanie Cotnoir                 | COMPUTER SCIENCE 3A/B<br>Caleb Fetzter  |
| INDONESIAN SECOND LANGUAGE 3A/B<br>Laura Harding | CERTIFICATE I ENGINEERING & TECHNICAL GRAPHICS<br>Cameron Marangon            |
| ITALIAN SECOND LANGUAGE 3A/B<br>Ruben Vescovo    | CERTIFICATE I FURNISHING & TECHNICAL GRAPHICS<br>Jan Suero                    |
| MATHS 1D/E<br>Ashlyn Burton                      | CERTIFICATE III VISUAL ART PHOTOGRAPHY<br>Emily Hughes                        |
| MATHS 2C/D<br>Ashlyn Duce                        | DESIGN PHOTOGRAPHY 3A/B<br>Isabella Campbell                                  |
| MATHS 3A/B<br>Safian Paul                        | ENGINEERING STUDIES 3A/B<br>Grace Rosario                                     |
| MATHS 3C/D<br>Yuekun Hu                          | CHILDREN, FAMILY & COMMUNITY CARING FOR OTHERS 1C/D<br>Bridget Van Zaanen     |
| MATHS SPECIALIST 3C/D<br>Yuekun Hu               | PHYSICAL EDUCATION 1C/D<br>Sarah Ure  |
| OUTDOOR EDUCATION 1C/D<br>Sarah Ure              | CHILDREN, FAMILY & COMMUNITY LIVING INDEPENDENTLY 1C/D<br>Benjamin Williamson |
| PHYSICAL EDUCATION STUDIES 1C/D<br>James Spight  | BIOLOGICAL SCIENCES 3A/B<br>Sally Punyanitya                                  |
| BIOLOGICAL SCIENCES 3A/B<br>Sally Punyanitya     | FOOD SCIENCE AND TECHNOLOGY (HOSPITALITY) 1C/D<br>Andi Rachman                |
| CHEMISTRY 3A/B<br>Yuekun Hu                      | DRAMA 3A/B<br>Sonya Lukitosari  |
| HUMAN BIOLOGICAL SCIENCE 3A/B<br>Kyria Katavatis | MEDIA PRODUCTION & ANALYSIS 1C/D<br>Scarlet Davis                             |
| PHYSICS 3A/B<br>Yuekun Hu                        | MEDIA PRODUCTION & ANALYSIS 3A/B<br>Jessica Altham                            |
| INTEGRATED SCIENCE 1C/D<br>Mu-Chen Lee           | MUSIC WESTERN ART MUSICS 3A/B<br>Belinda Cox                                  |
| MODERN HISTORY 1A/B<br>Joshua Hall               | MUSIC JAZZ 3A/B<br>Daniel Khaimov   |
| ANCIENT HISTORY 3A/B<br>Kathryn Prast            | VISUAL ART 1C/D<br>Jessica Wink   |
| ECONOMICS 1A/B<br>Ashlyn Burton                  | VISUAL ART 3A/B<br>Tamara Marrington  |
| ECONOMICS 3A/B<br>Landon Heath                   |   |

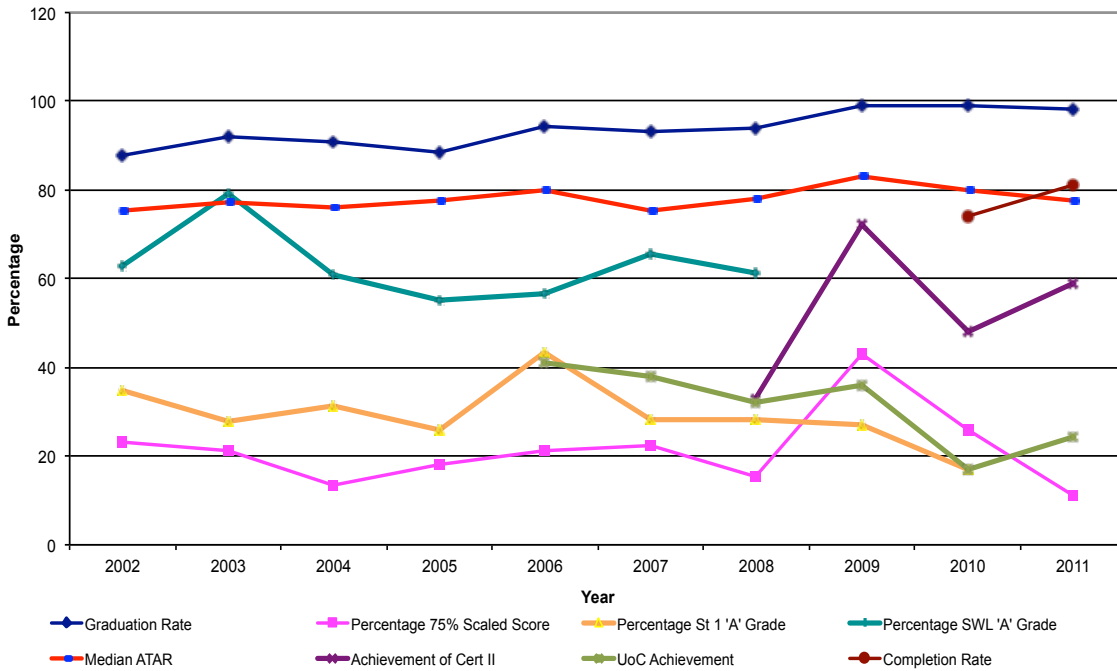




# Year 12 Highlights



Key Year 12 Performance Indicators for Mount Lawley SHS 2002-2011



The graph above shows a series of performance factors over time. Whilst the percentage of students gaining 75% in a Stage 2/3 course was consistent with 2010, the percentage of Stage 1 'A' grades rose. Certificate II success rate is a factor first reported in 2009. It will be noted that whilst 2009 was a seminal one for the school, the results from 2011 are similar to 2010. The Graduation Rate, in particular, has shown a persistent improvement. For 2011 it was again safely above the level for the State. The intent remains to gain a 100% Graduation rate.

## CURRICULUM COUNCIL

### CERTIFICATE OF EXCELLENCE

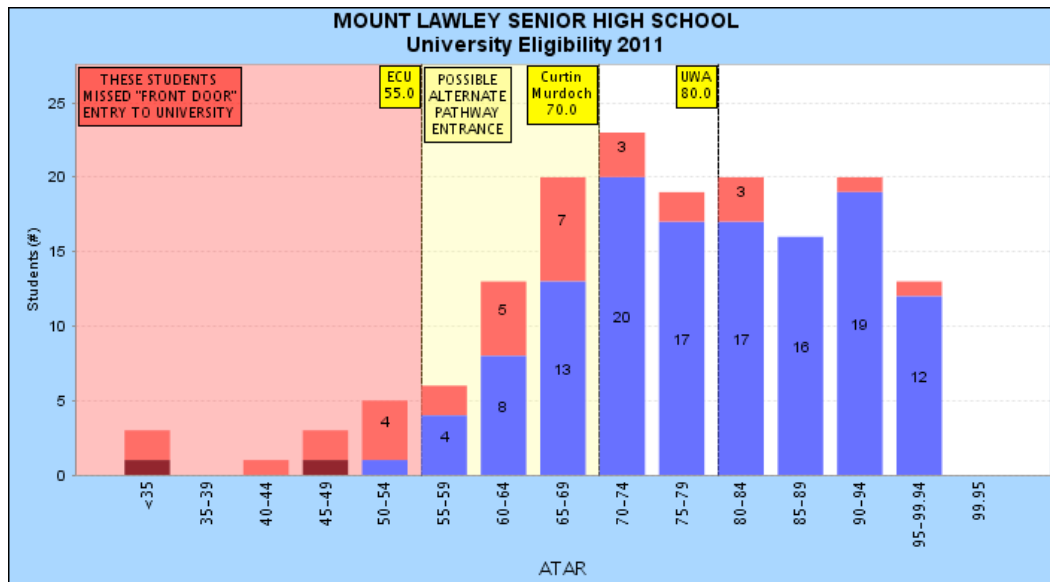
- Ashlyn Burton
- Stephanie Cotnoir
- Ashlyn Duce
- Cameron Furness
- Langdon Heath
- Louise Kim
- John La Piana
- Brandon Manev
- Safian Paul
- Kathryn Prast
- Sophie Prober
- James Stockbridge
- Sarah Ure
- Ben Williamson
- Jasamyn Zappacosta

### TOP 10 WACE SUBJECTS

- Psychology
- French
- Media Production & Analysis

### WACE SUBJECTS ABOVE THE STATE AVERAGE

- Psychology
- Italian
- Music
- Media Production & Analysis
- Economics
- Mathematics Stage 2 C/D
- Indonesian as Second Language Stage 2
- Accounting & Finance
- Geography
- Mathematics Stage 3 C/D



The above diagram shows the ATAR bands achieved by Year 12 students in 2011. The red box in the ATAR band is those students who did not achieve a scaled score of at least 50% in a Stage 2 or 3 English course.

There was an increase in the number of students over 2010 and this suggests a re-focus on the requirements of the school's literacy and writing frameworks.

It was also noted that some ATAR students did not meet university entrance requirements. This suggests that they were in an incorrect pathway for their ability level. Several of these students did not achieve the 'C' grade requirement for Graduation. Parents need to be mindful of advice from staff in subject selections.



### HONOURS SOCIETY

17 students were inducted into the Honours Society in 2011. This is the highest accolade, short of a subject award, that a student can win at the school.



### 90s CLUB

This is a society of Mount Lawley SHS students gaining an ATAR of at least 90.

38 members were inducted in 2011 (44.4% gained an ATAR of 80 or higher)



| Course                        | Performance |      |      | Students |      |      |
|-------------------------------|-------------|------|------|----------|------|------|
|                               | 2009        | 2010 | 2011 | 2009     | 2010 | 2011 |
| Accounting and Finance        |             | 2    | 2    |          | 9    | 6    |
| Biological Sciences           |             | 2    | 2    |          | 10   | 7    |
| Chemistry                     | 2           | 2    | 2    | 49       | 62   | 61   |
| Drama                         | 2           | 2    | 2    | 11       | 20   | 25   |
| Economics                     | 2           | 2    | 2    | 20       | 25   | 21   |
| English                       | 2           | 2    | 2    | 93       | 136  | 131  |
| Geography                     | 2           | 2    | 2    | 11       | 20   | 8    |
| Human Biological Science      |             | 2    | 2    |          | 63   | 47   |
| Literature                    |             | 2    | 2    |          | 22   | 19   |
| Mathematics                   |             | 2    | 2    |          | 166  | 141  |
| Mathematics Specialist        |             | 2    | 2    |          | 21   | 30   |
| Media Production and Analysis | 2           | 2    | 2    | 20       | 23   | 20   |
| Modern History                |             | 2    | 3    |          | 47   | 37   |
| Physics                       | 2           | 2    | 2    | 44       | 50   | 53   |
| Visual Arts                   |             | 2    | 2    |          | 22   | 15   |

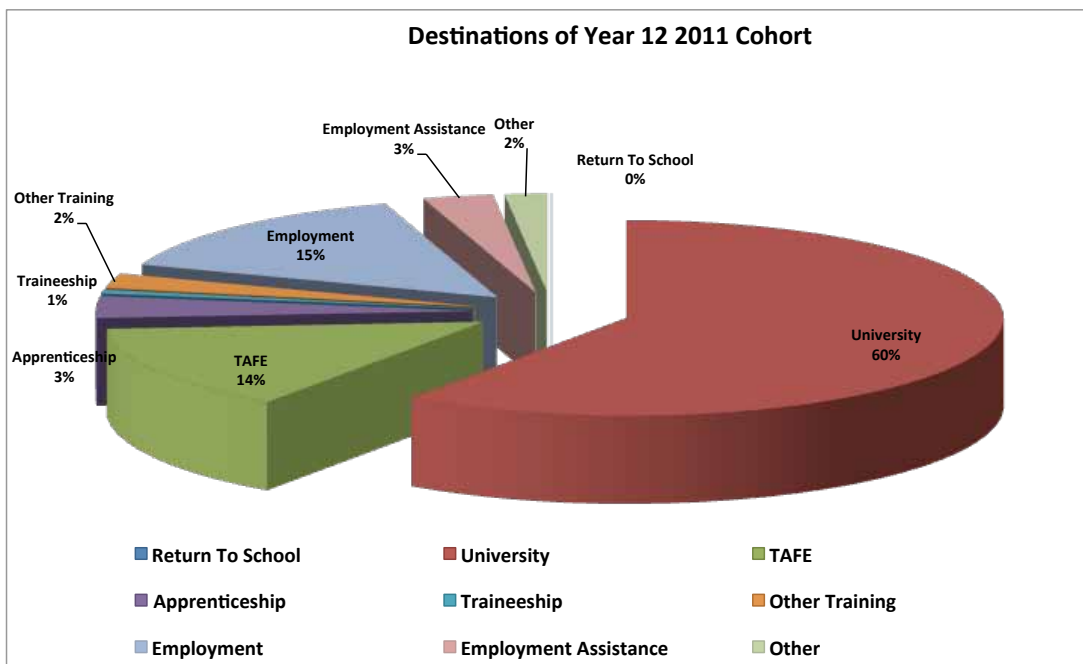
**Above Expected** - more than one standard deviation above the predicted school median  
**Expected** - within one standard deviation of the predicted school median  
**Below Expected** - more than one standard deviation below the predicted school median  
 No data available or number of students is less than 10

### YEAR 12 RESULTS

This table shows the performance of subjects compared to similar schools to Mount Lawley SHS. Over the past few years student performance has improved. In 2011, all subjects that were considered performed consistently to like schools, except Modern History

### DESTINATION OF YEAR 12 STUDENTS

The graph below shows the destinations of the 2011 cohort of Year 12 students. This was undertaken through some personal contact and data analysis from TISC and State Training information. It shows that the former students entered a wide range of post-school options. Most entered a destination of choice with many continuing with some form of education or training.



**INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA STUDENT PROGRAM**  
 Akaasha Nadeem  
 with Ms Zaffino & Mr Butcher



**ENGINEERS AUSTRALIA CERTIFICATES OF EXCELLENCE FOR SCIENCE AND MATHEMATICS**  
 Achievement at least 75% in all of 4 subjects:  
 Chemistry, Physics, & two specialist Mathematics  
 Kevin Hu  
 Nhi Lu  
 Langdon Heath  
 Cameron Furness

### WALTER HOREB LITERARY AWARDS

Alana Temple (Poetry)  
 Josh Penkin (Prose)



**LAW SOCIETY POLITICS & LAW CERTIFICATE OF EXCELLENCE**  
 Safian Paul  
 with Associate Principal Bev Burside



**MASTER PLUMBERS ASSOCIATION HIGHEST ACHIEVER AWARD**  
 Chris  
 with Mr Michael Crichton  
 Schools Program Coordinator





## Years 9 NAPLAN / MSE Results



### YEAR 9 STUDENT PERFORMANCE

Year 9 students undertake two different systemic testing regimes. NAPLAN is the national series of tests in English and Mathematics whilst MSE9 is the Western Australian test in Science and Society and Environment.

The following table and figures shows school performance in these assessments.

The cohort achieved good results in both test series. The mean score of the school in all tests exceeded the State and Nation, a number significantly. Performance was consistent with similar schools. The My School site, based on NAPLAN results, also showed that the Mount Lawley SHS performance was comparable to the national set of similar schools that compare to Mount Lawley SHS.

In terms of achievement of standards, the school again achieved good results in all domains. The Year 9 outcomes in NAPLAN and MSE9 position the school as one where students perform to expectations and parents can have confidence with results. The Year 9 students of that year performed well.

The NAPLAN results for the 2011 cohort can be mapped to when the cohort was in Year 7 (2009) and student progress can be determined. This determines the difference or "value add" that has been made from Year 7.

The graphs associated with progress from Year 7 to Year 9 illustrate the "value add". It can be seen that in the two areas mapped, Mount Lawley SHS exceeded the progress that could be expected.

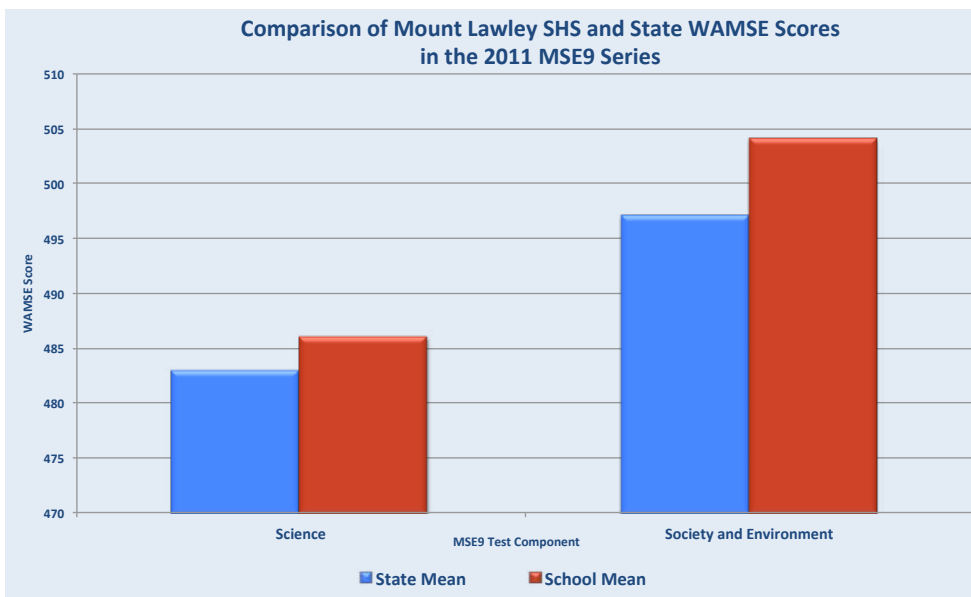
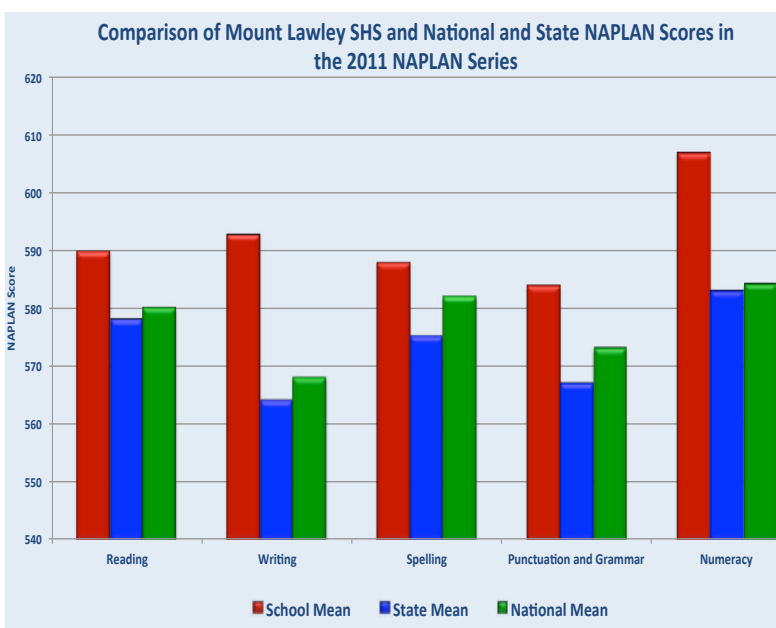
The staff in the Middle School worked with the students and ensured that their progress and development was excellent. The student results in this domain again support the contention that the 2011 Year 9 cohort performed well.

Year 9 performance shows that Mount Lawley Senior High School students consistently perform above the standards in all areas of NAPLAN, both Literacy and Numeracy. In terms of overall NAPLAN performance and compared to like schools, Mount Lawley SHS gained a 'Green' box - far better than expected performance.

The two graphs on this page show the scores for NAPLAN and MSE9. In all tests Mount Lawley SHS students achieved a higher mean score than the State and National means.

| Component               | At/Above National Standard | At/Above Year 9 MSE Standard |                  |
|-------------------------|----------------------------|------------------------------|------------------|
|                         |                            | Average SHS                  | Mount Lawley SHS |
| Numeracy                | 95.1%                      |                              |                  |
| Grammar and Punctuation | 91.3%                      |                              |                  |
| Spelling                | 92.3%                      |                              |                  |
| Writing                 | 91.3%                      |                              |                  |
| Reading                 | 93.3%                      |                              |                  |
| Science                 |                            | 50                           | 53.1%            |
| Society and Environment |                            | 50                           | 60.7%            |

Comparison of Mount Lawley SHS & NAPLAN and MSE9 performance in 2011. This table shows to percentage of students reaching or bettering the test standard.



### NAPLAN

States and Territories had previously conducted their own literacy and numeracy tests. These assessment programs helped to support student learning and give schools information about the strengths and weaknesses in their teaching programs.

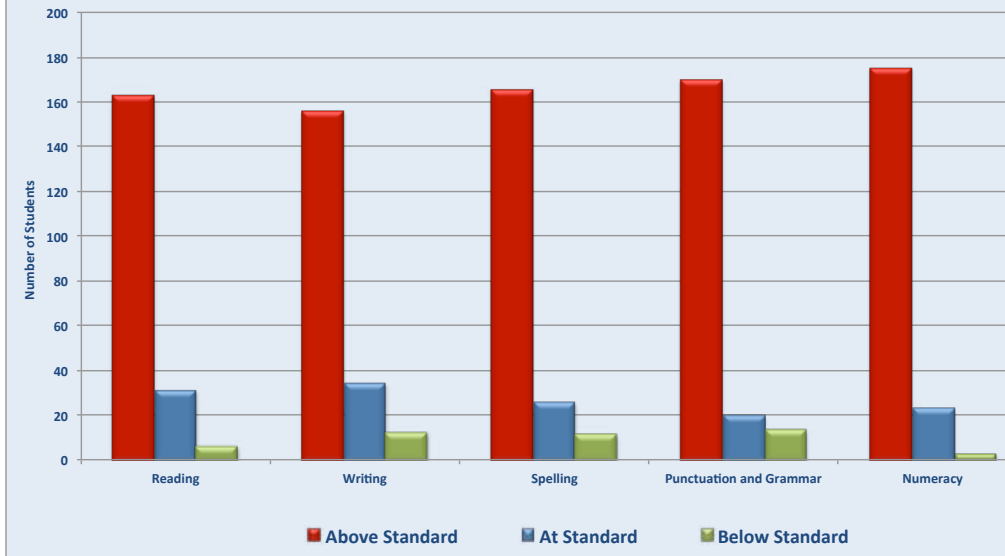
The National Assessment Program, conducted by the Ministerial Council for Education, Employment and Youth Affairs (MCEETYA), has gathered information from these different tests in order to monitor student progress over time. The data from these test results has given schools and systems the ability to compare their students' achievements against national standards and with student achievement in other States and Territories.

### ABCDE

In Western Australia, student achievement is reported to parents as a letter grade. These range from 'A' to 'E'. Where a student has not completed a course to a sufficient standard a No Award (NA) may be indicated. Grades are determined by teacher professional judgement. They use systemic work samples to assist in these judgements.



**Number of Individual Students in 2011 NAPLAN Test by 2011 Year 9 Students at MLSHS in Relation to the Year 9 NAPLAN Standard**



**YEAR 9 STUDENT PERFORMANCE CONT.**

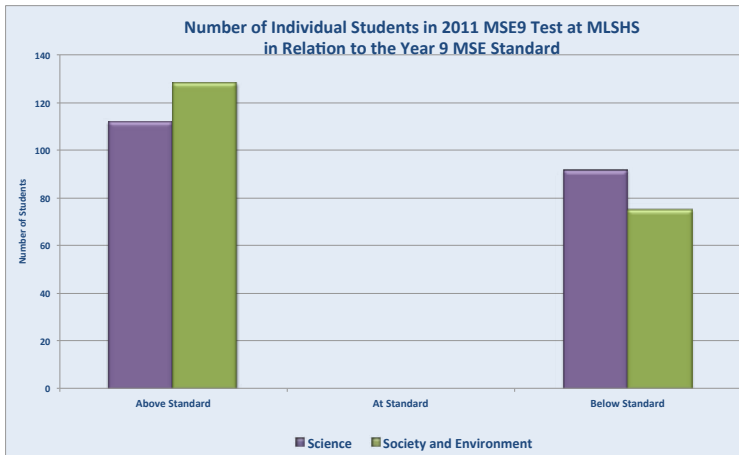
The first two graphs on this page show the number of students meeting or exceeding NAPLAN and MSE 9 standards.

The next set of graphs below show achievement in the NAPLAN test in 2011 and progress from Year 7 to Year 9. The black dashed line indicates State expectations.

In both domains - Mount Lawley SHS students achieved better progress than expected. The school 'added value' to its Year 9 cohort of 2011.

The table below shows that the school's NAPLAN result is better than expected. In 2011 writing performance was no longer considered in terms of "value add". This was due to a change in the writing genre used for 2011.

**Number of Individual Students in 2011 MSE9 Test at MLSHS in Relation to the Year 9 MSE Standard**



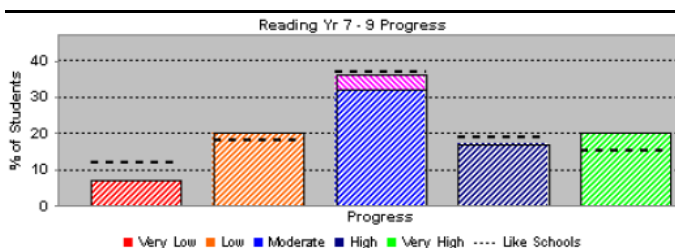
|                              | 2010 | 2011 |
|------------------------------|------|------|
| Overall Absolute Achievement | 1.5  | 1.4  |
| - Trend                      |      | ↑    |
| - Change                     |      | ↔    |
| Overall Relative Achievement | 0.92 | 1.26 |
| - Year 9                     | 0.97 | 0.53 |
| Overall Progress             | 0.82 | 0.52 |
| - Numeracy                   | 0.09 | 0.40 |
| - Reading                    | 0.52 | 0.15 |
| - Writing                    | 1.07 |      |



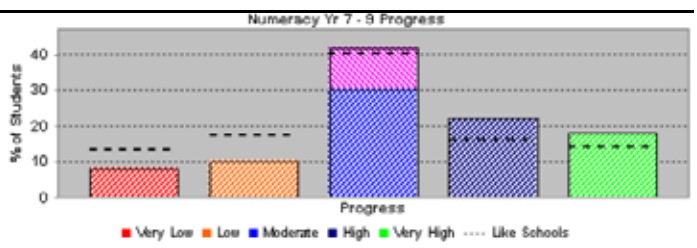
Graph 1: Achievement in Reading - 2011



Graph 2: Achievement in Numeracy - 2011



Graph 3: Progress in Reading - 2011



Graph 4: Progress in Numeracy - 2011





## Years 8-10 Results



### ABODA CONCERT BAND FESTIVAL

Mount Lawley SHS  
String Orchestra  
EXCELLENT



### YEAR 8-10 PROGRESS

In some learning areas, such as Health and Physical Education (HPE), the Arts and Technology and Enterprise (T&E) students were awarded grades in more than one context, hence the number of grades awarded is more than the number of students enrolled at the school.

The number of students who were awarded a No Award (NA) and 'D' grade, whilst lower than in previous years, continues to be a focus in 2012. Students receive a 'NA' where they do not complete all assessment requirements. Improving in this area will assist students to gain higher grades.

### WA SCHOOL JAZZ FESTIVAL

Big Band 1 - Outstanding  
Big Band 1 - Best Rhythm Section



- (Senior Division)
- Big Band 2 - Excellent
- Big Band 2 - Best Front Line Section (Junior Division)
- Year 12 Cert IV Jazz Combo - Outstanding
- Year 11 Cert IV Jazz Combo - Outstanding
- Year 10 Combo - Excellent

Individual prizes:  
Perth Jazz Society Improvisation Award & Individual Musicianship Award  
*Daniel Khaimov*

Individual Musicianship Award  
*Jess Altham*  
*James Stockbridge*  
*Isabella Campbell*  
*Grace*  
*Christian La Piana*

Again, this has been due to a concerted effort to cater for students individual needs and implementing effective learning strategies. The Year 9 and 8 students are also showing some improvement although the Year 9 students could benefit from further consolidation of 'C' grades to 'B' grades. Again, the NAPLAN results correlate the positive trends in grades.

The issue of Year 10 grading has been identified as a major concern for several years and was a key factor in the establishment of a Year 10 working group in 2009. Some measures have been introduced to improve the Year 10 grading distribution. The data from Year 9 grading, NAPLAN/MSE9 results and comparisons to similar schools show that some Year 10 grading cut-offs are most likely set to too high a standard. It is noted that the 2011 pattern was a further improvement and is becoming more reliable. The Year 9 group performed better than the other two year groups. This is under pinned by good NAPLAN/MSE9 results compared to like schools. The Year 8 pattern appears to be consistent with Year 7 NAPLAN results.

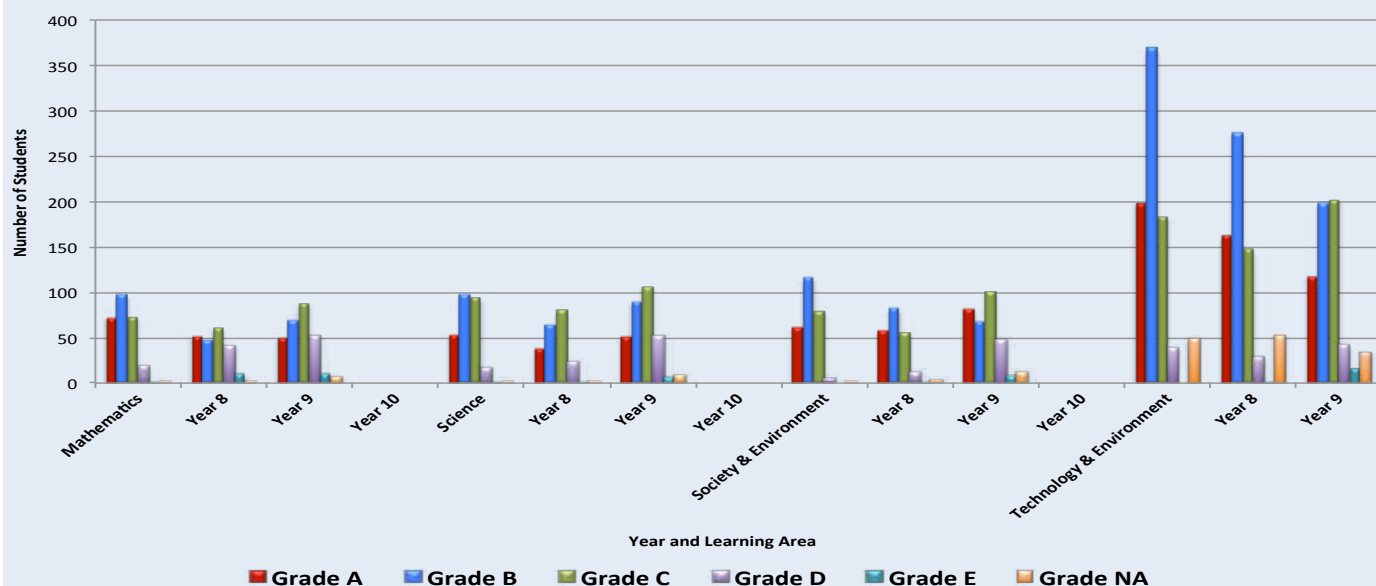
The grade distribution graph below reflect the table opposite and presents the data in a pictorial format.

A look at the Year 8-10 progress reveals that students in learning areas are performing at a reasonably high standard in Middle School and performance is showing sustainment in Year 10. The recommendations of the 2009/2010 Year 10 Working Party are showing effect.

A concentrated effort has been made to extend students beyond their "comfort" grades. Teachers have been conscious to provide extension to those students and try to move the entire cohort into a better grading pattern. This has happened through the use of a combination of strategies such as homework, extension activities and accelerated learning.

| Learning Area/Year                   | Grade |     |     |    |    |    |
|--------------------------------------|-------|-----|-----|----|----|----|
|                                      | A     | B   | C   | D  | E  | NA |
| <b>The Arts</b>                      |       |     |     |    |    |    |
| Year 8                               | 192   | 456 | 229 | 19 | 2  | 17 |
| Year 9                               | 130   | 260 | 232 | 65 | 12 | 22 |
| Year 10                              | 88    | 155 | 130 | 56 | 10 | 20 |
| <b>English</b>                       |       |     |     |    |    |    |
| Year 8                               | 39    | 117 | 105 | 1  | 1  | 1  |
| Year 9                               | 52    | 70  | 65  | 19 | 3  | 4  |
| Year 10                              | 82    | 105 | 92  | 21 | 9  | 8  |
| <b>Health and Physical Education</b> |       |     |     |    |    |    |
| Year 8                               | 122   | 222 | 95  | 17 | 1  | 3  |
| Year 9                               | 121   | 208 | 60  | 29 | 3  | 5  |
| Year 10                              | 94    | 213 | 106 | 16 | 6  | 20 |
| <b>Languages</b>                     |       |     |     |    |    |    |
| Year 8                               | 109   | 66  | 55  | 9  | 2  | 2  |
| Year 9                               | 47    | 50  | 58  | 24 | 11 | 3  |
| Year 10                              | 75    | 58  | 91  | 43 | 15 | 12 |
| <b>Mathematics</b>                   |       |     |     |    |    |    |
| Year 8                               | 73    | 97  | 73  | 19 | 1  | 1  |
| Year 9                               | 53    | 48  | 61  | 40 | 10 | 1  |
| Year 10                              | 51    | 70  | 88  | 52 | 10 | 7  |
| <b>Science</b>                       |       |     |     |    |    |    |
| Year 8                               | 54    | 97  | 94  | 17 | 1  | 1  |
| Year 9                               | 40    | 65  | 81  | 24 | 2  | 1  |
| Year 10                              | 52    | 90  | 106 | 52 | 7  | 8  |
| <b>Society and Environment</b>       |       |     |     |    |    |    |
| Year 8                               | 62    | 116 | 80  | 5  | 0  | 1  |
| Year 9                               | 59    | 82  | 56  | 11 | 1  | 4  |
| Year 10                              | 83    | 67  | 101 | 46 | 9  | 11 |
| <b>Technology and Enterprise</b>     |       |     |     |    |    |    |
| Year 8                               | 198   | 368 | 183 | 38 | 0  | 48 |
| Year 9                               | 163   | 275 | 147 | 29 | 2  | 52 |
| Year 10                              | 118   | 198 | 202 | 41 | 16 | 34 |

Grades Awarded to Students at Mount Lawley SHS in 2011





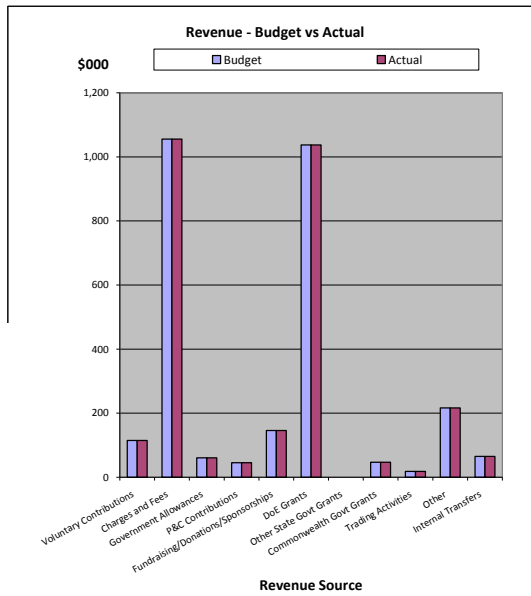
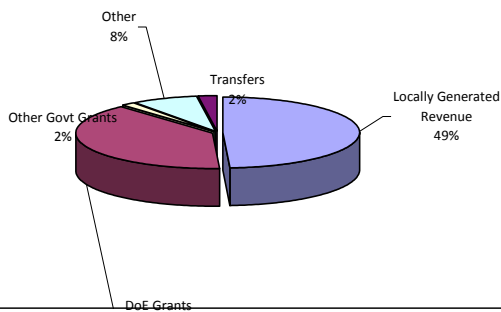
# Finance Report



## FINANCE REPORT: Financial Summary as at 31 December 2011

|    | Revenue - Cash                     | Budget                 | Actual                 |
|----|------------------------------------|------------------------|------------------------|
| 1  | Voluntary Contributions            | \$ 114,976.88          | \$ 114,976.93          |
| 2  | Charges and Fees                   | \$ 1,055,396.39        | \$ 1,055,395.19        |
| 3  | Government Allowances              | \$ 60,865.00           | \$ 60,865.00           |
| 4  | P&C Contributions                  | \$ 45,347.49           | \$ 45,347.54           |
| 5  | Fundraising/Donations/Sponsorships | \$ 145,992.65          | \$ 145,993.80          |
| 6  | DoE Grants                         | \$ 1,037,408.72        | \$ 1,037,408.67        |
| 7  | Other State Govt Grants            | \$ -                   | \$ -                   |
| 8  | Commonwealth Govt Grants           | \$ 46,634.00           | \$ 46,634.00           |
| 9  | Trading Activities                 | \$ 18,271.00           | \$ 18,271.08           |
| 10 | Other                              | \$ 216,350.99          | \$ 216,353.74          |
| 11 | Internal Transfers                 | \$ 64,902.65           | \$ 64,902.65           |
|    | <b>Total</b>                       | <b>\$ 2,806,145.77</b> | <b>\$ 2,806,148.60</b> |
|    | <b>Opening Balance</b>             | <b>\$ 823,828.00</b>   | <b>\$ 823,828.10</b>   |
|    | <b>Total Funds Available</b>       | <b>\$ 3,629,973.77</b> | <b>\$ 3,629,976.70</b> |

Current Year Actual Revenue Sources



**EX-PRISONERS OF WAR ASSOCIATION YEAR 11 HISTORY SCHOLARSHIP 'QUIET LION TOUR TO THAILAND'**

Nicholas

**ARTHUR LEGGETT, OAM, ED WRITING PRIZE**



Kirsten  
with Arthur Leggett, OAM, ED  
Sponsored by The Lodge of Sincerity



**UNSW ENGLISH ICAS AWARDS**

| YEAR | TOTAL | H/DIST | DIST | CREDIT |
|------|-------|--------|------|--------|
| 8    | 57    | 7      | 9    |        |
| 9    | 37    | 2      | 9    |        |
| 10   | 28    | 3      | 4    | 9      |
| 11   | 3     |        |      |        |
| 12   | 4     |        |      | 1      |

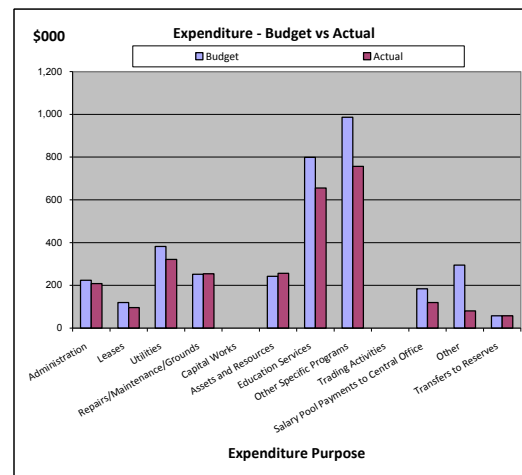
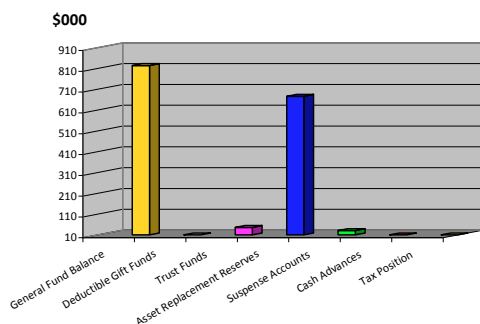
**UNSW ENGLISH ICAS AWARDS English:**



Georgina  
Simon (absent)  
Anna (absent)  
Writing: Oliver

|    | Expenditure                            | Budget                 | Actual                 |
|----|--|------------------------|------------------------|
| 1  | Administration                         | \$ 224,082.61          | \$ 208,336.10          |
| 2  | Leases                                 | \$ 120,000.00          | \$ 96,086.30           |
| 3  | Utilities                              | \$ 381,679.72          | \$ 321,137.76          |
| 4  | Repairs/Maintenance/Grounds            | \$ 251,614.53          | \$ 253,830.45          |
| 5  | Capital Works                          | \$ -                   | \$ -                   |
| 6  | Assets and Resources                   | \$ 242,731.64          | \$ 256,317.59          |
| 7  | Education Services                     | \$ 798,986.52          | \$ 655,539.35          |
| 8  | Other Specific Programs                | \$ 986,303.64          | \$ 756,527.57          |
| 9  | Trading Activities                     | \$ -                   | \$ -                   |
| 10 | Salary Pool Payments to Central Office | \$ 183,793.04          | \$ 120,000.00          |
| 11 | Other                                  | \$ 294,780.71          | \$ 80,338.65           |
| 12 | Transfers to Reserves                  | \$ 58,000.00           | \$ 58,000.00           |
|    | <b>Total</b>                           | <b>\$ 3,541,972.41</b> | <b>\$ 2,806,113.77</b> |

Cash Position



| Cash Position as at:         |                        |
|------------------------------|------------------------|
| Bank Balance                 | \$ 1,560,322.07        |
| Made up of:                  | \$ -                   |
| 1 General Fund Balance       | \$ 823,862.93          |
| 2 Deductible Gift Funds      | \$ 3,133.30            |
| 3 Trust Funds                | \$ 46,080.63           |
| 4 Asset Replacement Reserves | \$ 675,802.88          |
| 5 Suspense Accounts          | \$ 30,684.33           |
| 6 Cash Advances              | \$ 200.00              |
| 7 Tax Position               | \$ 19,042.00           |
| <b>Total Bank Balance</b>    | <b>\$ 1,560,322.07</b> |

The school's financial management position has been strengthened over the past few years and achieved an excellent result in the 2010 Department financial audit. The school was not audited in 2011.

Mount Lawley SHS is a large and complex institution and the level of funds held in Reserve remains a concern. The Reserve account is used to replace items when they are damaged or worn out. It covers learning area text books to the school bus fleet. When the latter two will be considered for replacement in a decade's time, the cost is likely to be in the vicinity of \$800,000. Computer laboratories are also expensive when the machines need to be replaced. Efforts to boost the Reserve accounts needs to be a consideration in financial management decision-making.

Parent support for the school in terms of making payments for Contribution and Charges is good, however, there are some families that do not pay. It is not possible to enrol students in expensive programs that attract a compulsory charge when these are not paid. Consequently, students are enrolled in less expensive programs that still meet curriculum requirements. This is consistent with the School Education Act.

Parents have also been generous in supporting the funds to augment activities in Literacy and Numeracy, the Healthy Active program and ITC and innovation. The Healthy Active program, conducted by Ms Barnes, is therefore able to be offered in 2012 due to this support from parents.

The School Chaplain position is also strongly supported by parents. The school itself also assists this position. The Chaplain plays a key role in the well being of students.





**AUSTRALIAN MATHEMATICS COMPETITION PRUDENCE AWARD**



Zachery  
Year 10

**AUSTRALIAN MATHEMATICS COMPETITION**

| YEAR | H/DIST | DIST | CREDIT |
|------|--------|------|--------|
| 10   |        | 10   | 17     |
| 11   | 2      | 2    | 2      |
| 12   | 1      | 2    | 5      |



**AUSTRALIAN SCIENCE OLYMPIADS AWARD CHEMISTRY NATIONAL HIGH DISTINCTION**



Khang



**AUSTRALIAN-CHINA FRIENDSHIP SOCIETY International Youth Camp Shanghai, China**



Matt  
with President Dr Neville Green and Fran Kininmonth

**STUDENT PARTICIPATION TRENDS**

In 2011 the percentage of attendance of students at Mount Lawley exceeded State outcomes for both Aboriginal and non-Aboriginal students. The attendance rate for all students was 89.8%. Whilst exceeding the State, it is noted that similar schools achieved a better attendance rate in all years, especially in upper-school. This is a concern as failing to attend school has a likely adverse impact on academic results. The school also under-achieved the Region in Years 11/12. Attendance of students was an identified school priority for 2012, however the effort did not produce an improvement. This effort will continue in 2012 with some enhancements. The support of all parents is urged to ensure students attend school and when absent, to provide an explanation. The intent is to improve attendance and reduce the level of unauthorised absences.

**STUDENT ENROLMENT TRENDS**

Mount Lawley SHS's enrolment over the past few years has continued to increase. This is a factor of the school's reputation in the community, the attractiveness of the new buildings and grounds and of course, the demographics of an expanding urban area. Mount Lawley SHS is a school of choice and is in high demand. The intake in Year 8 and Year 9 is capped at 256, however, for the past two years has been exceeded. In Years 10 and 11 more students are able to enter, and this factor is responsible for the increase in enrolments. The school usually has a large waiting list of families seeking to enter in Year 8. Not all applications in Year 10 can be accepted either due to accommodation pressures. From 2013 sibling enrolments can no longer be guaranteed.

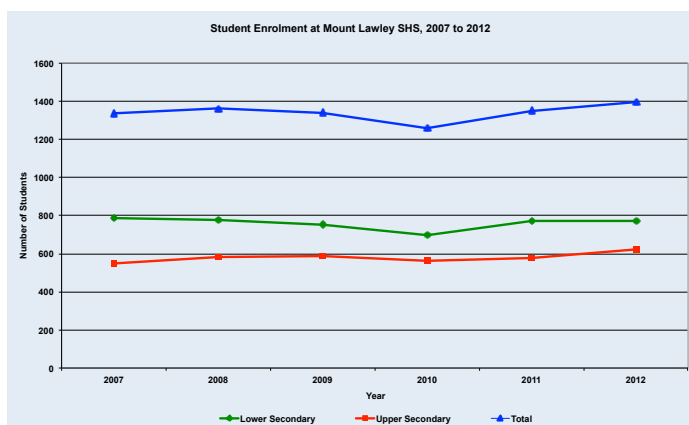
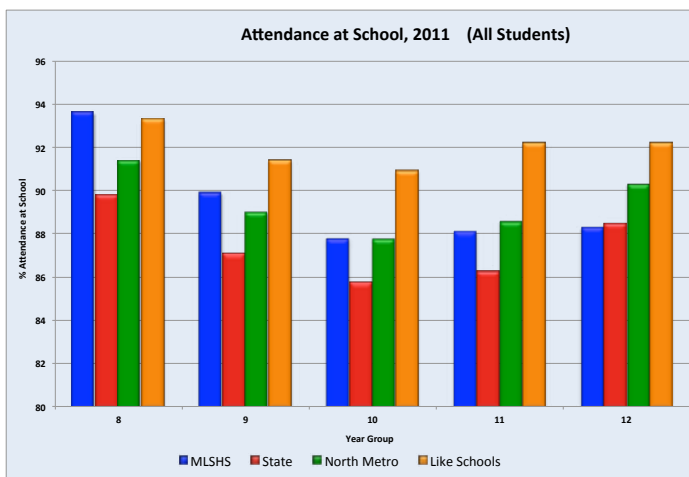
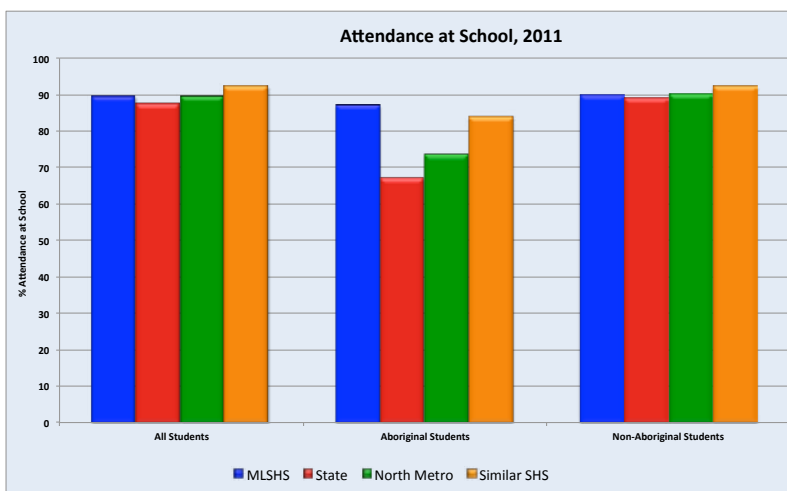
**STUDENT RETENTION TRENDS**

In 2006, 252 Year 8 students entered Mount Lawley SHS. At the commencement of that cohort's Year 10 program, 282 were enrolled. At the start of the Year 12 268 students commenced. Whilst at the end of their schooling, 241 remained. The retention rate for this cohort from Year 8 to Year 10 was 111% and from Year 8 to Year 12, 106%. This was above the State average.

**VALUE ADDING**

Mount Lawley SHS adds value through the provision of a wide range of programs, services to students and extra-curricula offerings. The latter include after school sporting teams, after school tutoring seminars and a CadetsWA unit (Bush Ranger Cadets). The school subsidises a range of competitions and encourages excellence through its programs. The school also offers the Special Language and SVAPA programs.

Evidence of statistical value adding can be identified with NAPLAN. Mount Lawley SHS added significant value in Numeracy and Reading both being above the standard. Also, students showed value adding to the State benchmarks for MSE Society & Environment and Science results.



**MIDDLE SCHOOL DUX 2011**



Jayde

**SVAPA AWARD 2011**



Chloe

**PETER SPARBIER SCHOLARSHIP 2011**



Moshe

**ALMA PORTER AWARD 2011**



Kayleen

**STUDENT OF THE YEAR**



Matthew

**OUTSTANDING PERFORMANCE AWARD**



Sylvia



## General



### TEACHING STAFF QUALIFICATION

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching. The minimum qualification held by teachers is a Bachelors degree in an area of specialization. Some have gained additional qualifications.

### STAFF PROFESSIONAL LEARNING

#### Secondary Schools

|   | Days/Cost |
|---|-----------|
| Number of Teaching Staff (full-time equivalent) | 94        |
| Minimum Days                                    | 8         |
| Average Salary                                  | \$3,280   |
| Total PL Expenditure                            | \$308,320 |

### STAFF NUMBERS 2011

| Staff Information    | Total Numbers |
|----------------------|---------------|
| Administration Staff | 17            |
| Teaching Staff       | 88            |
| School Support Staff | 47            |
| <b>TOTAL</b>         | <b>153</b>    |

During 2011, all full-time teaching staff at Mount Lawley SHS engaged in a minimum of 7 days professional learning. Three days were scheduled during the school year (School Development Days – commonly referred to as student free days). Two of these days were timetabled before the start of the school year and two after instructional hours or after students had finished school for the year. Part-time teachers completed a pro-rata commitment. The minimum professional learning commitment, expressed in full-time equivalents, including the notional financial outlay is captured in the associated table. Apart from this minimum requirement, many staff attended other professional learning during the school year. Courses included data analysis and interpretation, using the SIS tool and curriculum and student services focused seminars and presentations. To support attendance at these courses, the school expended funds in course costs, teacher relief, travel and accommodation and other allocations to facilitate the professional learning of staff. In 2011, this amounted to over \$70,000.

### SATISFACTION SURVEY

Community surveys continue to indicate that MLSHS receives a high degree of parent support. The student and staff results indicated a satisfaction rating of above 3 on a 4 point rating. These are improved results from the previous reporting cycle. Approval rating of around +70% is a relatively high rating based on over 1,200 responses to the survey. Common themes of investigation are evident in each of the results. This survey was conducted in 2011 and whilst having a three year "life" is likely to be administered again in 2013. The parent survey questions are produced below. Staff and student ones were similar.

1. This school is well organised and runs smoothly.
2. This school encourages a sense of pride in achievement and a sense of self worth.
3. My child enjoys being at school.
4. Teachers and students at this school care about each other.
5. This school has clear goals and a positive school identity.
6. This is a safe and secure school.
7. This school does not have a bullying problem.
8. This school responds to issues of racism.
9. This school has high standards of student behaviour.
10. The rules and consequences relating to discipline are well understood by both staff and students.
11. The rules and consequences relating to discipline are enforced in a consistent manner.
12. This school strives for high academic standards.
13. This school has realistic educational expectations of my child.
14. My child receives help from teachers when he/she experiences difficulty learning.
15. Teachers at this school are professional, committed and enthusiastic.
16. The staff and students at this school respect each other.
17. Teachers at this school treat my child fairly.
18. My child's teachers provide a stimulating learning environment and make school work interesting and enjoyable.
19. My child is encouraged to achieve to the best of his/her ability.
20. My child's teachers have a thorough understanding of what they teach.
21. There is effective behaviour management in my child's classes.
22. Teachers at this school care about how my child is going.
23. I receive helpful information about my child's progress and achievement levels.
24. I feel well informed about the activities of this school and its students.
25. I am informed promptly if my child has a problem.
26. The school reports I receive about my child are informative and easy to understand.
27. This school's staff are approachable and are willing to talk about my child's progress.
28. Staff at this school address my concerns.
29. I am given opportunities to have a say about this school.
30. This school's goals are consistent with those I have for my child.
31. This school assists my child with the development of understandings and skills that he/she will need beyond school.
32. At this school my child is able to learn how to solve problems, to question and to make decisions.
33. This school assists with the development of my child's personal and social skills.
34. This school encourages achievement across a broad range of areas.
35. This school is meeting the educational needs of my child.
36. Teachers at this school motivate my child to want to learn.
37. At this school, my child's interests and talents are being developed.
38. Overall, I am satisfied with my child's educational progress at this school.
39. Teachers' knowledge is of a high order with staff being up-to-date in their understanding of educational trends and issues.
40. The school values the role of parents in the educational process.
41. The school seeks parents' opinions about educational programs.

The results of the three surveys are graphed on the next page.



### National Asian Languages And Studies in School Program

#### Becoming Asia Literate: Grants to Schools Round Two 2011

#### Mount Lawley SHS Project : Engaging with Asia - Making it real for kids

Cluster Partners :  
Highgate Primary School & North Perth Primary School



### ASIA EDUCATION FOUNDATION CHINA BRIDGE PROJECT 2011 - 2012 ICT Links with Beijing Schools



Chinese As Second Language Section  
Year 8 Category 4th **Aurelia**  
Year 9 & 10 Category 1st **Lynne**  
1st Certificates of Excellence  
**Jayde , Taylor , Zaya**  
Background Speakers section  
Advanced Category F Level 9  
5th **Kelly** (Year 10)  
Certificate of Excellence  
**Jing Ying** (Year 10)  
Speech Competition  
Year 8 Category 2nd  
**Aurelia**







**AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)**  
National Chinese Proficiency Competition for Foreign Students, Adelaide, Australia  
Chongqin, China  
Matt



**AUSTRALIAN-CHINA FRIENDSHIP SOCIETY CHINESE AWARD**  
Maksim (absent) (Year 8)  
Fakimisikata (Missy) (Year 9)  
Georgina (Year 10)  
with Dr Neville Green (President)



**EX-PRISONERS OF WAR ASSOCIATION CADET OF THE YEAR AWARD**



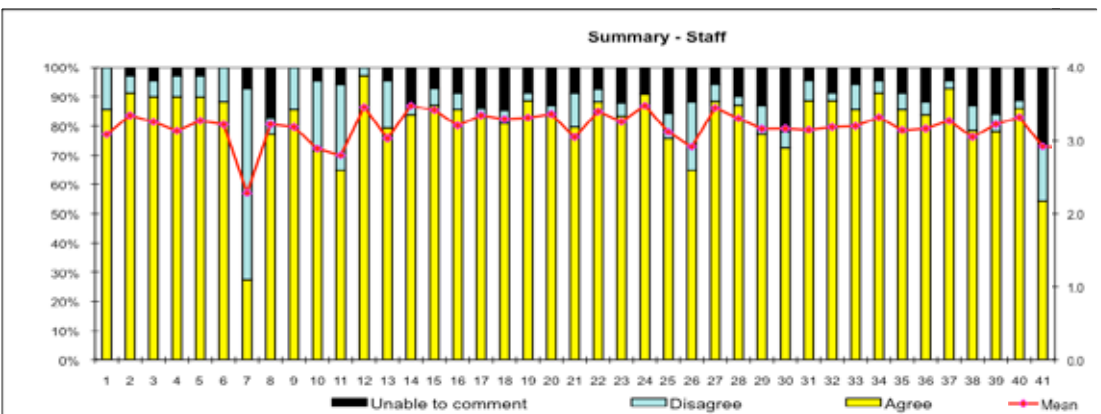
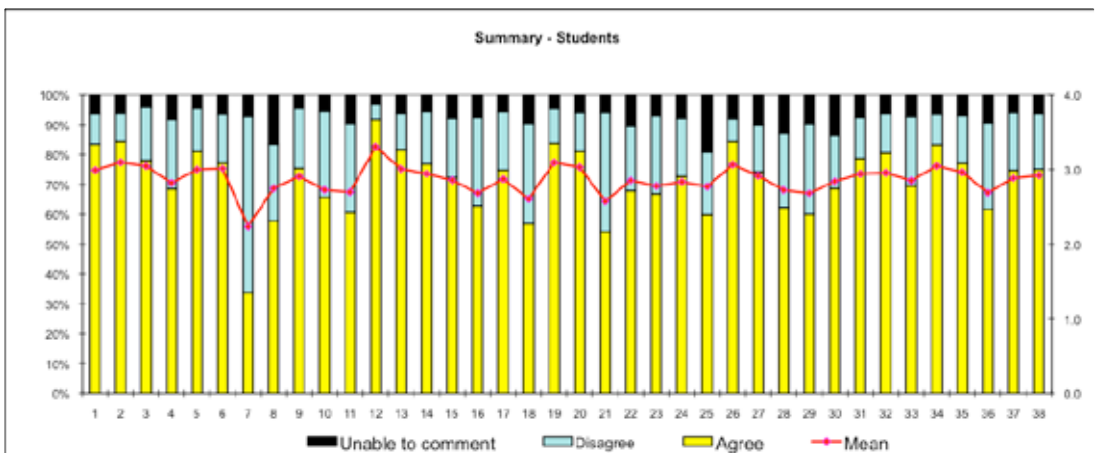
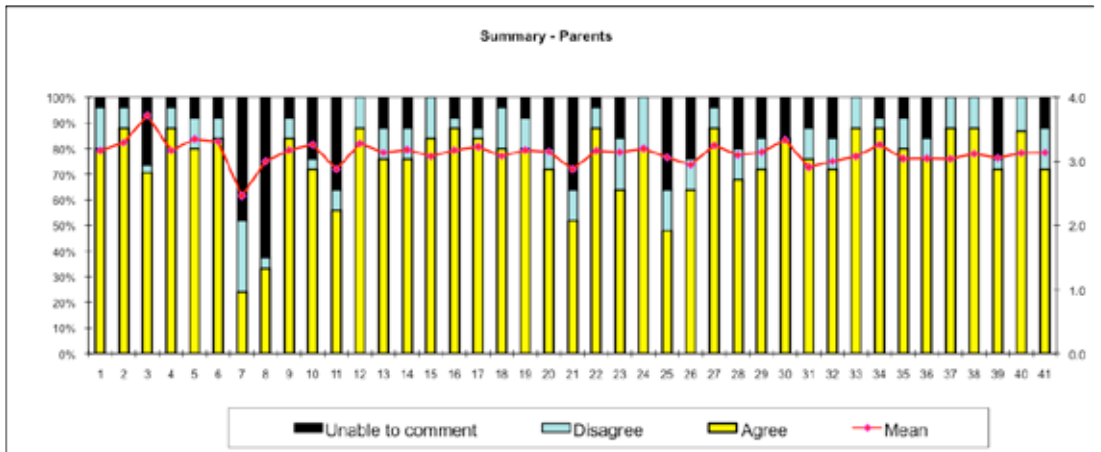
Rachael

with Mr Arthur Leggett OAM, ED President  
Ex-Prisoners of War Association and  
Captain Ray Galliot RDF



**AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD**

Teleah (Year 10)  
Jordan (Year 11)  
Sophie Prober (Year 12)  
with Major Bob Corrigan, 16th Battalion,  
The Royal Western Australian Regiment



As a result of the survey, the school continues strengthening anti-bullying processes.

**SCHOOL PLAN PRIORITIES**

1. Pedagogy - literacies across all learning areas.
2. Pedagogy - excellence: guidance and engagement.
3. Values and respect for people and the environment.
4. Technology.
5. Partnerships.

**1. PEDAGOGY: IMPROVED RESULTS THROUGH LITERACY ACROSS ALL LEARNING AREAS**

Students will develop improved literacy skills across all learning areas and recognise the skills of reading, writing, listening and speaking as key learning tools. In particular, the capability to write for a variety of audiences and purposes will be valued and developed.

- Demonstrated enhancement of Writing/Listening/Speaking through real life, higher order thinking tasks.
- Demonstrated enhancement of assessment strategies through negotiated tasks and rubrics.
- Writing focus with all learning area

The school's results in the writing domain of NAPLAN and an improved English grading distribution suggests that satisfactory progress is being made. In 2012 the school's writing framework will be reviewed.





## General



### 2. PEDAGOGY: IMPROVED RESULTS THROUGH EXCELLENCE, GUIDANCE AND ENGAGEMENT

Students will value learning and strive to achieve results commensurate with their ability. Staff will have high expectations, encourage students, reward achievements and effort and celebrate. Families will have access to quality counselling and students provided with relevant pathways. Attendance at school will be valued and students will appreciate academic achievement as worthwhile.

- Identification and understanding of student learning journeys to cater for individual differences to foster student engagement and motivation to improve results.
- Improvement of Year 12 Academic Performance
- Gifted And Talented Education (GATE)
- Academic Extension
- Special Needs

Whilst attendance remains a concern, school results suggest most students apply themselves to their studies.

### 3. VALUES AND RESPECT FOR PEOPLE AND ENVIRONMENT

The school will be regarded as a place where all are welcomed and staff and students treat each other civilly. Violence is not seen as a legitimate solution to problems and bullying is rejected. Staff and students acknowledge and are tolerant to difference and demonstrate respect to each other and to personal and school property. All will accord respect to the grounds and buildings of the school and graffiti, damage and rubbish will be minimised.

- Demonstrate physical, social and emotional respect for individuals
- Demonstrate personal responsibility
- Demonstrate respect for the environment and sustainability

The school's suspension rate declined again in 2011. School staff and a number of Middle School students continued with a long term anti-bullying program with ECU. The cost of repairing graffiti remained at a similar level to 2010. This suggests that most students treat other members of the school community with respect.

### 4. PEDAGOGY: IMPROVED RESULTS THROUGH TECHNOLOGY AS A TOOL FOR LEARNING

Students will have the opportunity to utilise learning technologies in all learning activities. Teachers will be prepared through professional development activities to use technology as a teaching tool in classes. A plan to enhance the provision of technology will be implemented.

- Improved use of technology tools to enhance responsible and motivated learning opportunities.
- Integrate technologies into the classroom.

Further professional development of staff with regard to using ITC in lessons took place. In 2011, the school has implemented the roll out of notebooks to students. Staff are using ITC better than several years ago.

### 5. STRENGTHENED NETWORKS, LINKS AND COMMUNITY PARTNERSHIPS

The school will seek out and nurture mutual obligation partnerships where others can add value to school programs. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child's progress and achievement and work with staff as partners.

- Improve links to external providers and organisations and community (real world connections)
- Seek international opportunities through sister schools and International Education

The school continued to build networks in the local and wider community. The Certificate IV in music initiative continued with WAPPA. Hangzhou Middle 14, a sister school in China, visited in February 2011. The school also won an Asia Literacy grant supported further linkages to the rest of the world in 2011. A number of students also participated in workplace learning and excursions.

### P & C / SCHOOL COUNCIL

The school community was well served by its P&C, superbly led by Mrs Suzie Barnes, the President. Her hard working committee provided great support to her and the school. School Council, chaired by Mr Geoff Clayton, also made a very valuable contribution to school operations. The assistance of the parent volunteers serving on these groups is warmly acknowledged. The P&C parent support groups added value to the school's GATE Languages program, SVAPA and Music. The Community Art Auction, managed totally by a parent committee is an outstanding success and raises significant funds for Music and SVAPA.

### AWARDS AND ACHIEVEMENTS

A number of students achieved excellent results and some also won awards. These are foregrounded in this ASR. Mount Lawley Senior High School enjoyed a very solid year in 2011, adding value to its students. In 2011, Mount Lawley Senior High School was successful in being selected as an Independent Public School. This will commence in 2012.

*Any queries regarding this report please contact Mount Lawley Senior High School, 65 Woodsome Street, Mount Lawley, Western Australia. 6050 Ph 08 9471 0300 Fax 08 9271 1126 EMAIL: enquiries@lawley.wa.edu.au*



### WESTSCHEME AWARD FOR EXCELLENCE IN VOCATIONAL EDUCATION AND TRAINING

Aidan Taverniti



### MICHAEL SUTHERLAND, MLA SCHOLARSHIP FOR HUMANITIES



Jackson & Mikayla  
with Mr Michael Sutherland, MLA



### EDITH COWAN UNIVERSITY CITIZENSHIP AWARD



Jordan  
with Mr Atul Chandra, ECU

### ANNE GRIFFITHS SCHOLARSHIP FOR VOCATIONAL EDUCATION



Bradley & Zachery  
(absent)  
with Mrs Anne Griffiths