

MOUNT LAWLEY SHS

- Established 1955
- Over 1,600 students enrolled
- Over 100 teachers, all registered with TRBWA
- 50 support staff
- Wide range of programs
- Extensive computer network
- Experienced and stable staff
- GAT Language Program
- SVAPA Specialist Program
- Jazz Music Specialist Program
- Aboriginal Excellence Program

PREMIER'S BEST & BRIGHTEST AWARD



Daniel Nguyen (ATAR)



Emily Fuller (VET)

WACE GRADUATION

2014 Outcome Graduation Rate
School: 97.95 %
State: 96.00 %



UNIVERSITY ENTRANCE 2014

91.74% of WACE students were offered a public university place with 58.72 % gaining their first choice

Courses offered:

- Architecture
- Arts/Humanities
- Asian Studies
- Commerce/Business
- Computer Science
- Communications/Journalism
- Education
- Geology
- Engineering
- Law
- Medicine
- Psychology
- Science

STATE TRAINING PROVIDERS (STP) ENTRANCE 2014

57.89% of students applying were offered their first preference and 63.16% a place in a STP (formerly TAFE).

The 2014 Annual School Report is presented for perusal by parents and community members. The document 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. It is situated adjacent to the Edith Cowan University, Mount Lawley Campus.



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 & Talented Language schools in the State. With the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, it attracts students from a wide range of suburbs to take advantage of the school's sound academic reputation. Nearly 1350 students were enrolled at the school during 2014.

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 Western Australian Curriculum & Assessment 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 2014, in terms of learning outcomes, the 13 Overarching Learning Outcomes of the Western Australian Curriculum & Assessment Framework form the cornerstone of school operations. These are still relevant even with the impending introduction of the Australian Curriculum.

PROGRAMS OFFERED

In Years 8-10 students complete a study program centred on the eight learning areas of the Western Australian Curriculum & Assessment Framework. All are compulsory. In English, Mathematics, Science and History, the Australian Curriculum is being implemented.

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 Language program is available to students from Years 8-10 who gain entry through state-wide testing under the Gifted and Talented (GAT) program. In Years 8-10, the SVAPA (Specialist Visual And Performing Arts) and Jazz Music courses are also offered. A small number of Aboriginal students are involved in the Aboriginal Excellence Program.

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. Students at Mount Lawley Senior High School are also supported by a dedicated Student Services team.

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

2014 OUTCOMES

There were improved outcomes achieved by students in 2014. The school's Year 12 WACE performance exhibited a good result and there were some very strong individual and subject performances.

The Graduation Rate was above the state percentage and results were solid. The median ATAR was stable. The NAPLAN test results showed that overwhelmingly students achieved above the NAPLAN Standard in all domains and the school mean was also significantly above national and state means. Due to a poor comparative Numeracy performance, the school's overall NAPLAN position has declined compared to last year and this must improve. These factors are explained in later sections.



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

Course Exhibition
English as an Additional Language/Dialect
Collin Wiyoto Suryacitra



Top Student in Chinese Language in the State
Jayde Wilson



Certificate of Distinction
English as an Additional Language/Dialect
Collin Wiyoto Suryacitra



Certificate of Distinction
Italian
Thomas Adjei



Certificate of Commendation

Tara Bacovic
Daniel Nguyen
Nicole Thatcher
Jayde Wilson
Collin Wiyoto Suryacitra
Tienan Xu



ATAR 99+ CLUB
Jayde Wilson
Daniel Nguyen





Year 12 Highlights



YEAR 12 SCHOOL AWARDS

DUX AWARD
Daniel Nguyen



ARTS AWARD
Chloe Rollond



RUNNER-UP DUX
Jayde Wilson



NORTH METRO REGION EXCELLENCE AWARD
Henry Thai



GENERAL STUDIES DUX
Lauren Oates



RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR
Lin Guo



VOCATIONAL EDUCATION & TRAINING DUX
Emily Fuller



CHRISTINE RICHARDSON CITIZENSHIP AWARD
Lily Shilkin



BHP BILLITON MINING TERTIARY SUPPORT GRANT
Mazen El-Megbr



CALTEX ALL ROUNDER AWARD
Shaun Ameduri



WESTSCHEME DIVISION OF AUSTRALIANSUPER AWARD FOR EXCELLENCE IN VET
Sally Simmons-Prince



ADF LONG TAN LEADERSHIP & TEAMWORK AWARD
Crystal Lee



SPORTSWOMAN OF THE YEAR
Georgia Burmester



COMMUNITY SERVICE & PARTICIPATION AWARD
Chloe Rollond



SPORTSMAN OF THE YEAR
Nathan Eaton



COMMUNITY SERVICE & PARTICIPATION AWARD
Mira Cohen



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 31 students gained an ATAR of 90 or higher with 47% of students with one of 80 or higher. This was similar to 2013. Two students, Jayde Wilson and Daniel Nguyen, gained a 99 plus ATAR, a significant achievement. For the first time since 2009 a student at the school won an Exhibition. This was a subject Exhibition in EALD and was awarded Collin Wiyoto Suryacitra. In Chinese as a Second Language, Jayde Wilson was the top performing student in the state but due to a small enrolment no Exhibition was awarded. However Jayde is considered an Exhibition winner and will be recorded on the school's Honour Board. In Italian Thomas Adjei gained the second highest score in the state and was awarded a Certificate of Distinction.

Of the 2014 Year 12 cohort 6 students gained Certificates of Commendation (10 'A' Grades or better over Year 11 and 12). Eleven WACE subjects scored above the State average and one was a Top 10 Subject, Psychology. Ten subjects were better than those results for similar schools.

A very important statistic is post-school acceptance. For university bound students 91.24% of eligible students were offered a place and 58.72% students their first choice. Of the students studying in a VET pathway 86.42% gained a Certificate II or higher. Of the students seeking to enter a STP (formerly TAFE) 63.16 % of applicants were offered a place, with 57.89% their first preference. (Some students did not commence their STP course as they were offered and accepted a university place or employment.) These are very creditable results. Mount Lawley SHS successfully transitions its graduates to a post-school pathway of choice.

Factor	School Outcome	State Outcome	League Table Result
Graduation Rate	97.95	96.00	119
% of Students Gaining Scaled Score of at least 75% in a WACE Course	22.1	Not Reported	Not Tabled
% Students in Stage 2 Course with Score of at least 65%	28.89	32.16	66
% Students in Stage 3 Course with Score of at least 65%	28.22	35.22	59
% Students in Stage 2 Course with Score of at least 75%	2.22	14.62	102
% Students in Stage 3 Course with Score of at least 75%	8.04	12.90	65
% of WACE students in the top third of the State	32	Not Reported	Not Tabled
% Offered First Preference in a Tertiary Institution	58.72	62.07	Not Tabled
% Offered Place in a Tertiary Institution	91.74	89.96	Not Tabled
Median TER for WACE Students	78.90	79.00	56
% of Students Gaining an 'A' grade in a Stage 1 Course	23.0	Not Reported	Not Tabled
% Students Completing at least 220 Nominal Hours of VET Study	37.95	37.41	93
% Students Participating in VET	41.54	44.23	104
% of Students Achieving AQF Cert II or higher	86.42	36.54	81
% of Students Completing at least one UoC	41.54	44.23	105
% Offered First Preference in a TAFE	57.89	Not Reported	Not Tabled
% Offered Place in a TAFE	63.16	Not Reported	Not Tabled
% Completion Rate (55 ATAR or Cert 2)	90.0	82.8	Not Tabled

Summary of Key Year 12 Performance Indicators.

The school's median ATAR score was similar to the State. The median ATAR adjusted for socioeconomic and population factors is the measure that determines overall performance against similar schools. In 2014, Mount Lawley SHS gained a comparative performance that was above expectation. This is positive.

ATAR Median Relative Performance	0.24
ATAR Change	
ATAR 55+	91%
Attainment (55+ and/or Cert II Completion)	90%

Year 12 School Performance in WACE Adjusted by SEI.

For 2014, a 91% achievement of an ATAR of 55 is a good performance outcome as this is the minimum entry standard for university and students have the potential to undertake tertiary study – providing of course they have selected a course consistent with their ATAR and met pre-requisites.

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. The State result was 82.8%, however, Mount Lawley SHS attained 90.00%. This is a very positive result as it indicates the successful articulation post-school to a preferred study or employment pathway.

SUBJECT AWARDS 2014

ENGLISH 1C/D Grace Spano	MODERN HISTORY 3A/B Chelsea Ray
ENGLISH 2C/D Tristan Sherlock	POLITICS & LAW 3A/B Chelsea Ray
ENGLISH 3A/B Jayde Wilson	PSYCHOLOGY 3A/B Ella Steiner
ENGLISH AL/D 3A/B Collin Wiyoto Suryacitra	ACCOUNTING & FINANCE 3A/B Benjamin Ognenits
LITERATURE 3A/B Aidan O'Hara	BUSINESS MANAGEMENT & ENTERPRISE 1C/D Sally Simmons-Prince
CHINESE BACKGROUND SPEAKERS 3A/B Tianyu Kang	BUSINESS MANAGEMENT & ENTERPRISE 3A/B Pamela Baptista
CHINESE SECOND LANGUAGE 3A/B Jayde Wilson	CERTIFICATE III BUSINESS Micaela Fynn
FRENCH 3A/B Cedric Pierson	COMPUTER SCIENCE 3A/B Jordan Lovelle
INDONESIAN SECOND LANGUAGE 3A/B Nicole Thatcher	APPLIED INFORMATION TECHNOLOGY 1C/D Ariadna Net Valencia
ITALIAN 3A/B Tom Adjei	APPLIED INFORMATION TECHNOLOGY 3A/B Jordan Lovelle
MATHS 1D/E Casey Leaver	CERTIFICATE II ENGINEERING Mah Tan Nguyen
MATHS 2C/D Tam Nguyen	CERTIFICATE II VISUAL ARTS & CONTEMPORARY CRAFT PHOTOGRAPHY Brandon Hosa
MATHS 3A/B Hyo Shin Kang	CERT II INFORMATION DIGITAL MEDIA & TECHNOLOGY Manh Tan Nguyen
MATHS 3C/D Tianyu Kang	DESIGN : TECHNICAL GRAPHICS 3A/B Cheung Yu Tsang
MATHS SPECIALIST 3C/D Daniel Nguyen	ENGINEERING STUDIES 3A/B Tienan Xu
OUTDOOR EDUCATION 1C/D Kyle Stewart-Green	BIOLOGICAL SCIENCES 3A/B Kealan Hassett
PHYSICAL EDUCATION STUDIES 1C/D Lauren O'Brien	CHEMISTRY 3A/B Daniel Nguyen
PHYSICAL EDUCATION STUDIES 3A/B Clay McCulloch	HUMAN BIOLOGICAL SCIENCE 3A/B Nabeeha Rasheed
BIOLOGICAL SCIENCES 3A/B Kealan Hassett	PHYSICS 3A/B Daniel Nguyen
CHEMISTRY 3A/B Daniel Nguyen	INTEGRATED SCIENCE 1C/D Ruby Jones
HUMAN BIOLOGICAL SCIENCE 3A/B Nabeeha Rasheed	ANCIENT HISTORY 1A/B Aysia Carter
PHYSICS 3A/B Daniel Nguyen	ANCIENT HISTORY 3A/B Nicole Thatcher
INTEGRATED SCIENCE 1C/D Ruby Jones	ECONOMICS 1A/B Fahad Kamal
ANCIENT HISTORY 1A/B Aysia Carter	ECONOMICS 3A/B Jayde Wilson
ANCIENT HISTORY 3A/B Nicole Thatcher	GEOGRAPHY 3A/B Trang Pham
ECONOMICS 1A/B Fahad Kamal	MODERN HISTORY 1A/B Bianca Raub
ECONOMICS 3A/B Jayde Wilson	MODERN HISTORY 3A/B Ella Steiner
GEOGRAPHY 3A/B Trang Pham	



Year 12 Highlights



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

TOP 10 WACE SUBJECTS

Psychology

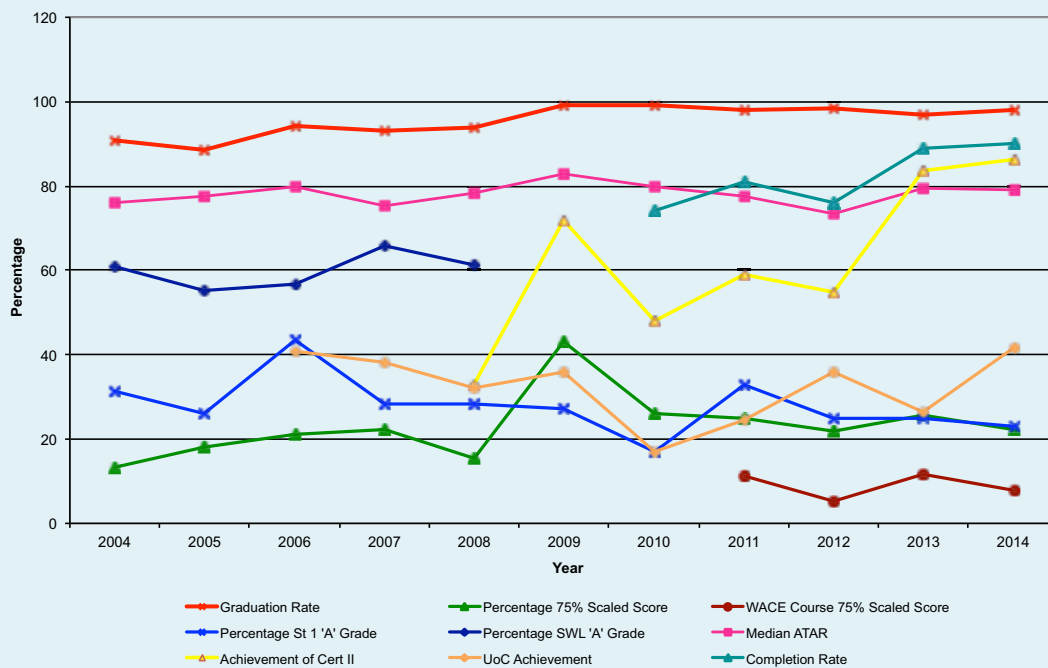
WACE SUBJECTS ABOVE THE STATE AVERAGE

- Chinese SL S3
- Chinese BS S3
- Accounting S3
- Mathematics S3AB
- Computer Science S3
- Business Management & Enterprise C3
- Economics S3
- EALD S3
- Psychology S3
- Mathematics S2CD
- English S3

WACE SUBJECTS ABOVE LIKE SCHOOL AVERAGE

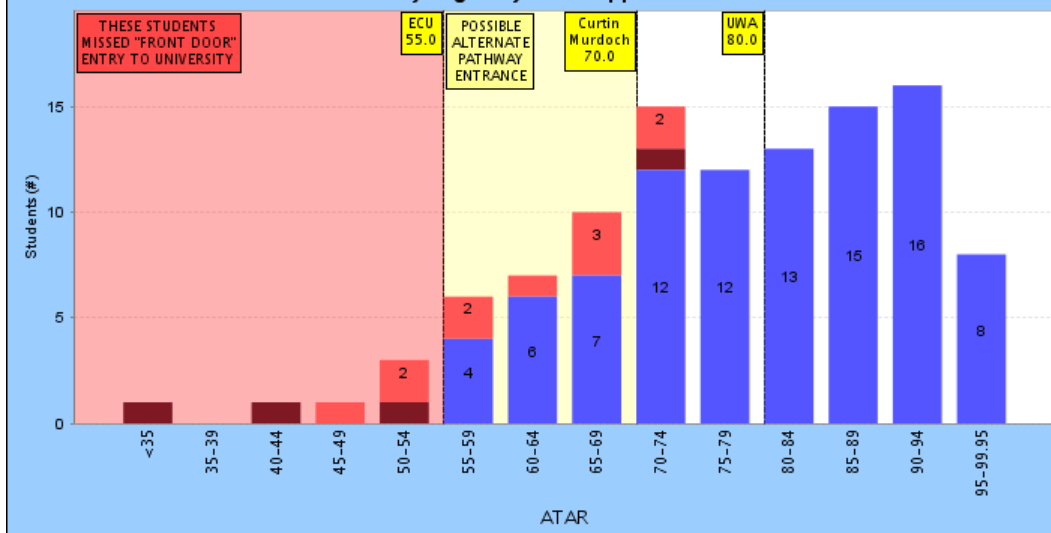
- Chinese BS S3
- Chinese SL S3
- Psychology S3
- Accounting S3
- English S2
- English S3
- Applied Info Technology S3
- Mathematics S3AB
- Computer Science S3
- Mathematics S2CD

Key Year 12 Performance Indicators for Mount Lawley SHS 2004-2014



The graph shows a series of performance measures over time. The Graduation or WACE achievement rate was better than the State's. The percentage of course 75% plus scores was similar to 2013 this is the measure in the "League Table". Whilst 'A' grades in Stage 1 courses remained steady, Certificate II completion improved. The Attainment Rate remained strong.

MOUNT LAWLEY SENIOR HIGH SCHOOL University Eligibility - TISC Applicants 2014



The above diagram shows the ATAR bands achieved by Year 12 students in 2014. 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. The cherry box shows those given a conceded 50% and who gained direct university entrance.

Fewer students did not gain a scaled score of 50%. This is an improvement, most likely reflecting the school's approach to writing. The whole school writing plan calls for a graduated approach and by Senior School all students have been taught essay writing skills.

It was also noted that some ATAR students did not meet university entrance requirements as they failed to gain an ATAR of 55 or better although they were fewer in number than last year. This suggests that they were probably in an incorrect pathway for their ability level. Parents need to be mindful of advice from staff about students' subject selections.

HONOURS SOCIETY



Fifteen students were inducted into the Honours Society in 2014. 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. 31 members were inducted in 2014.



Year 12 Highlights



Course	Performance			Students		
	2012	2013	2014	2012	2013	2014
Applied Information Technologies	2	2	2	14	12	14
Biological Sciences	3	2	3	15	23	14
Chemistry	2	2	2	53	54	49
Computer Science		2			6	
Drama	2	2	2	13	16	10
Economics	2	2	2	29	48	30
English	2	2	2	129	152	104
English as an Additional Language / Dialect		3	2		26	31
Geography	3	2	2	11	23	14
Human Biological Science	2	2	2	57	59	32
Literature	2	2	2	13	17	8
Mathematics	2	2	2	135	170	130
Mathematics Specialist	2	2	2	13	18	19
Media Production and Analysis	2	2	2	14	17	16
Modern History	2	2	2	27	44	17
Music		2	1		10	7
Physical Education Studies			3			22
Physics	3	2	2	43	50	36
Politics and Law	2	1	2	11	11	7
Psychology	2	2	2	34	52	37
Visual Arts	2	2	3	12	9	15

KEY

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

YEAR 12 RESULTS

This table shows the performance of subjects comparing Mount Lawley SHS to similar schools.

In 2014, three subjects, Biology, Phys Ed Studies and Visual Arts achieved a mean of more than one standard deviation below that of similar schools. This is less than desirable result and improvement plans are required to remove the subject from the "Red box" status. One subject, Music, gained a "Green box" indicating one standard deviation above the mean of similar schools. A "Green box" is a pleasing result.

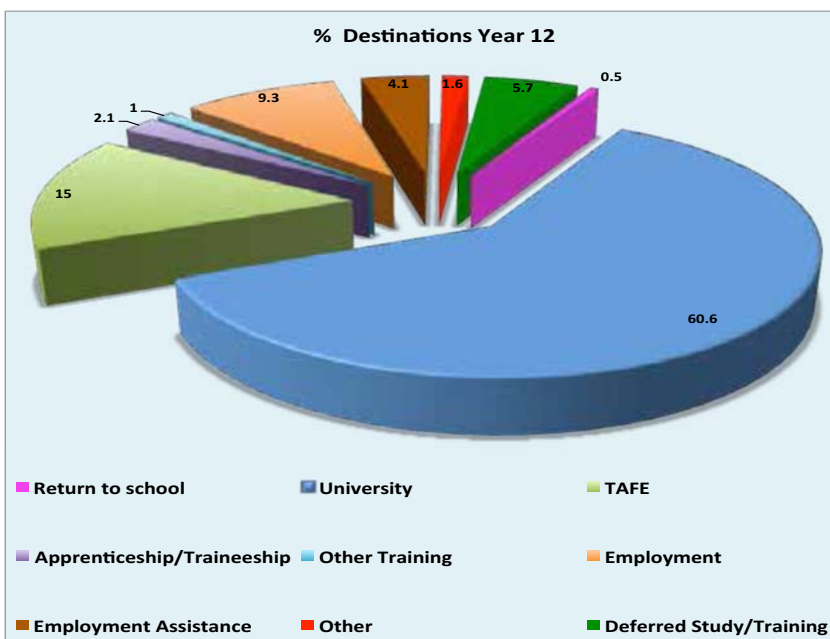
ANDREW DAVIS AWARD

Andrew Davis was a former student of the school who was tragically killed whilst playing soccer in 1978. His family supported an award named in his memory that acknowledges excellence in Music and Art: Andrew's favourite subjects. The honour board was lost for a number of years and when found the award was re-instituted in 2012. The recipients in 2014 were Chloe Rolland (Music) and Nicole Thatcher (Art).

SAGITTE YOM-TOV AWARD

Sagitte Yom-Tov a Mount Lawley SHS graduate (Class of 1993) passed away in 2013. She was an anthropologist and worked in Aboriginal communities. Her parents instituted two prizes to be awarded in the Follow the Dream program. As Sagitte was a passionate artist the school has named the Principal's Art Prize in her Honour. In 2014 the winner of the award was Ella Steiner.

DESTINATION OF YEAR 12 STUDENTS



The graph below shows the destinations of the 2013 cohort of Year 12 students. This is the latest system data that is available. It shows that the former students entered a wide range of post-school options. A greater percentage than the graduates of 2012 achieved university and TAFE entrance. Most entered a destination of choice with many continuing with some form of education or training.



INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA STUDENT AWARD



Ben Ognen
with Acting Principal
Mrs Lea Fairfoul-Hutcheon

ENGINEERS AUSTRALIA



CERTIFICATES OF EXCELLENCE FOR SCIENCE AND MATHEMATICS

Achievement at least 75% in all of 4 subjects :
Chemistry, Physics, & two specialist Mathematics



Tienan (Anthony) Xu
& Daniel Nguyen

WALTER HOREB LITERARY AWARDS



Emma (Poetry)
Shaun (Prose)

ANDREW DAVIS AWARD



Chloe Rolland (Music) &
Nicole Thatcher (Art)
with Mr Len Davis.

SAGITTE YOM-TOV AWARD



Ella Steiner with
Dr Carmela Yom-Tov &
Mr Zvi Yom-Tov



Years 9 NAPLAN Results



YEAR 9 STUDENT PERFORMANCE

Year 9 students undertake NAPLAN, a national series of tests in English and Mathematics.

The following table and figures shows school performance in the 5 assessments that comprise NAPLAN. The cohort achieved very good results in all five areas in terms of achievement of the National Standard. This result is excellent.

The mean score of the school in all tests exceeded the State and Nation by a significant level.

Performance was consistent with similar schools in the four English tests however, below expectations in Numeracy.

The My School site, based on NAPLAN results also shows that the Mount Lawley SHS English performance was comparable to and in many cases better than the national set of similar schools to Mount Lawley SHS.

Compared to WA like schools Numeracy was disappointing. The factor behind this like school performance result is that students made better progress in Year 7 than they did from Year 7 to Year 9.

The NAPLAN results for the 2014 cohort can be mapped to when the cohort was in Year 7 (2012) and student progress can be determined. This determines the difference or "value add" that has been made from Year 7.

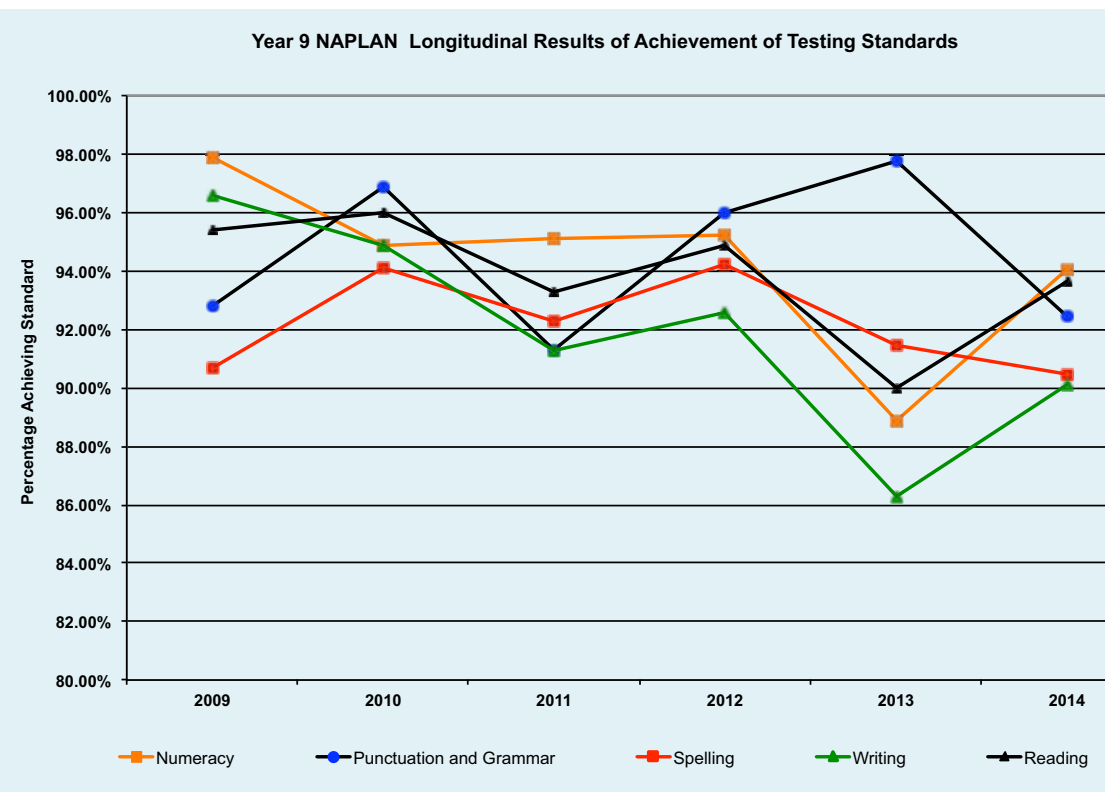
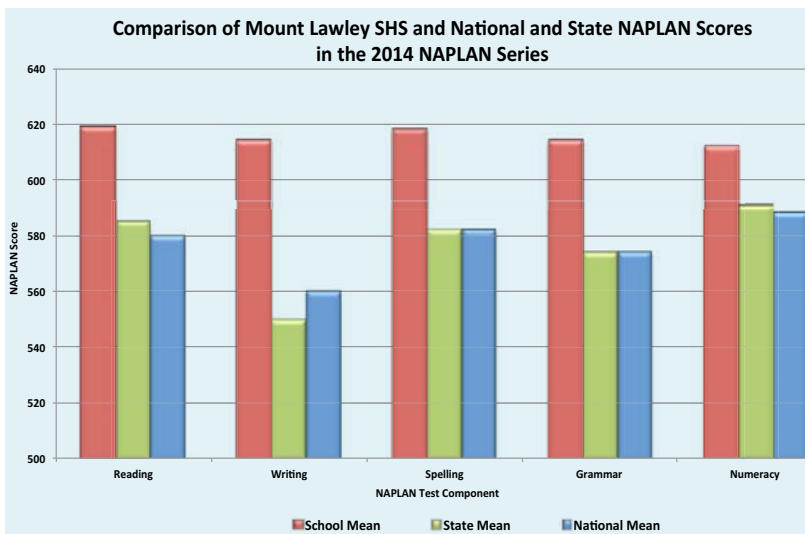
The graphs associated with progress from Year 7 to Year 9 illustrate the "value add". It can be seen in the areas mapped, Mount Lawley SHS demonstrated satisfactory progress and as expected in Reading but below expectations in Numeracy. Progress in Writing was well above expectations.

Year 9 performance shows that Mount Lawley Senior High School students consistently perform above the standards in all areas of NAPLAN in both Literacy and Numeracy. In terms of overall NAPLAN performance and compared to "All" schools in "MySchool" Mount Lawley SHS gained a number of "Green boxes".

The longitudinal graph shows the achievement of the National Standard over the past 5 years. This is strong. Under achievement in the school statistics includes those students that did not gain the minimum required score and also those who were absent or withdrawn. The Department statistics show a higher achievement as they likely exclude absent students from the analysis.

Component	At/Above National Standard		
	2012	2013	2014
Numeracy	95.2%	88.88%	94%
Grammar and Punctuation	96.05%	97.77%	92.46%
Spelling	94.25%	91.48%	90.47%
Writing	92.6%	86.29%	90.07%
Reading	94.9%	90.00%	93.65%

Comparison of Mount Lawley SHS NAPLAN performance in 2014. This table shows to percentage of students reaching or bettering the test standard (NAPLAN Benchmark).



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

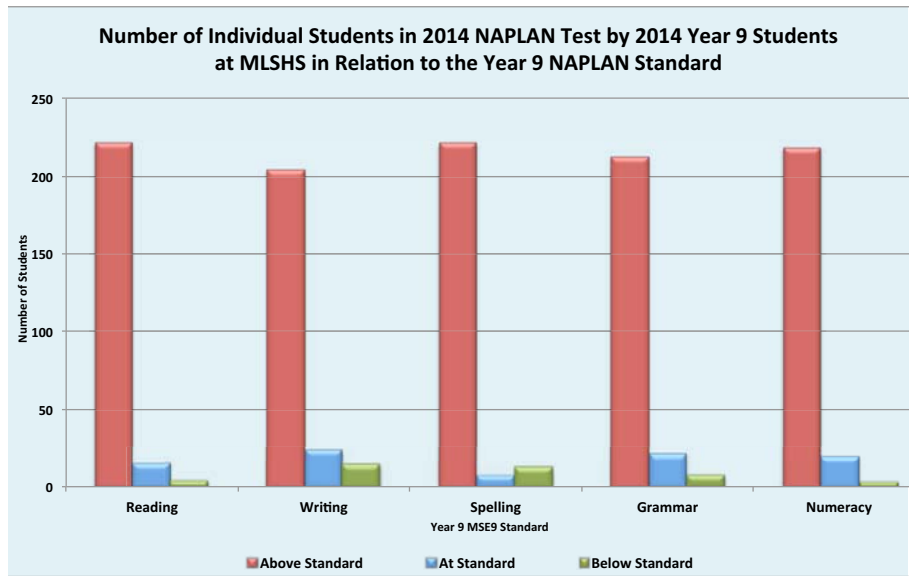
In Western Australia student achievement is reported to parents as a letter grade. These range from 'A' to 'E'. Where a student has not completed a course to a sufficient standard a No Award (NA) may be indicated. Grades are determined by teacher professional judgement. They use systemic work samples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



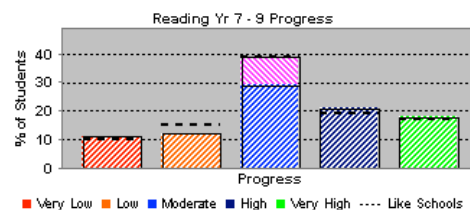
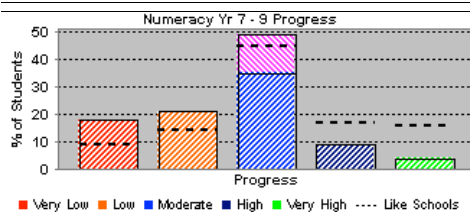
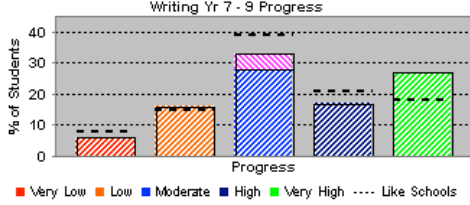
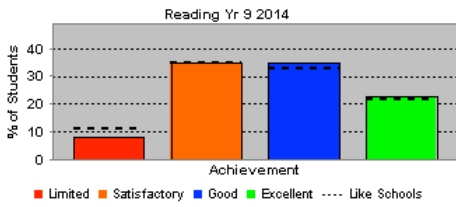
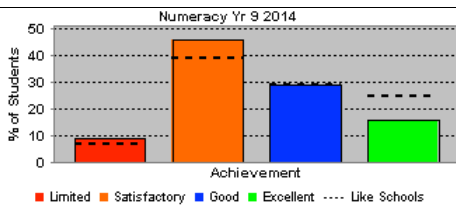
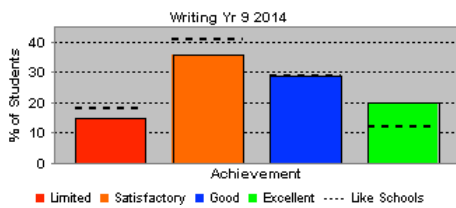
YEAR 9 STUDENT PERFORMANCE CONT.

The first graph on this page shows the number of students meeting or exceeding NAPLAN standards. The performance in all five areas was strong. This graph supports the statistics on the previous page.

The next set of graphs below show achievement in the NAPLAN test in 2014 and progress from Year 7 to Year 9 in three key areas. The black dashed line indicates State expectations. Numeracy achievement and progress were both below state expectations, Reading was similar whilst Writing continued to achieve better than like schools. The performance in Writing over many years is a positive story at Mount Lawley SHS.



The NAPLAN table shows that the school's results are sound and the trend continues to be positive despite the downturn in 2014 due to the Numeracy result. This considers performance against similar schools and confirms the school's good results. The graph showing NAPLAN achievement against the standard (NAPLAN Benchmark) portrays a strong performance in all five tests. Even in Numeracy, the achievement of the Standard was excellent. The result in Numeracy was influenced not by "failing" students but by students above the standard who did not achieve results that were comparable with those when they were in Year 7. In effect they did not make as much progress as would be desired between Year 7 and Year 9. Efforts are under way to implement a plan to address this matter.



NAPLAN	2013	2014
Overall Absolute Achievement	2.1	1.4
- Trend		↑
- Change		↓
Overall Relative Achievement	1.71	1.60
- Year 9	1.33	0.50
Overall Progress	0.56	-1.11
- Numeracy	0.37	-1.56
- Reading	-0.20	0.18
- Writing	0.52	0.93

Performance better than expected (like schools)
Performance as expected (like schools)
Performance below than expected (like schools)



Years 8-10 Results



ABODA CONCERT BAND FESTIVAL



Mount Lawley SHS Senior String Orchestra



Mount Lawley SHS Senior Concert Band Outstanding



Mount Lawley SHS Junior String Orchestra Excellent



Mount Lawley SHS Junior Concert Band

WA SCHOOL JAZZ FESTIVAL



Big Band 1

FOCUS ENVIRONMENT PHOTOGRAPHIC COMPETITION



Stephanie First Place Years 7-10

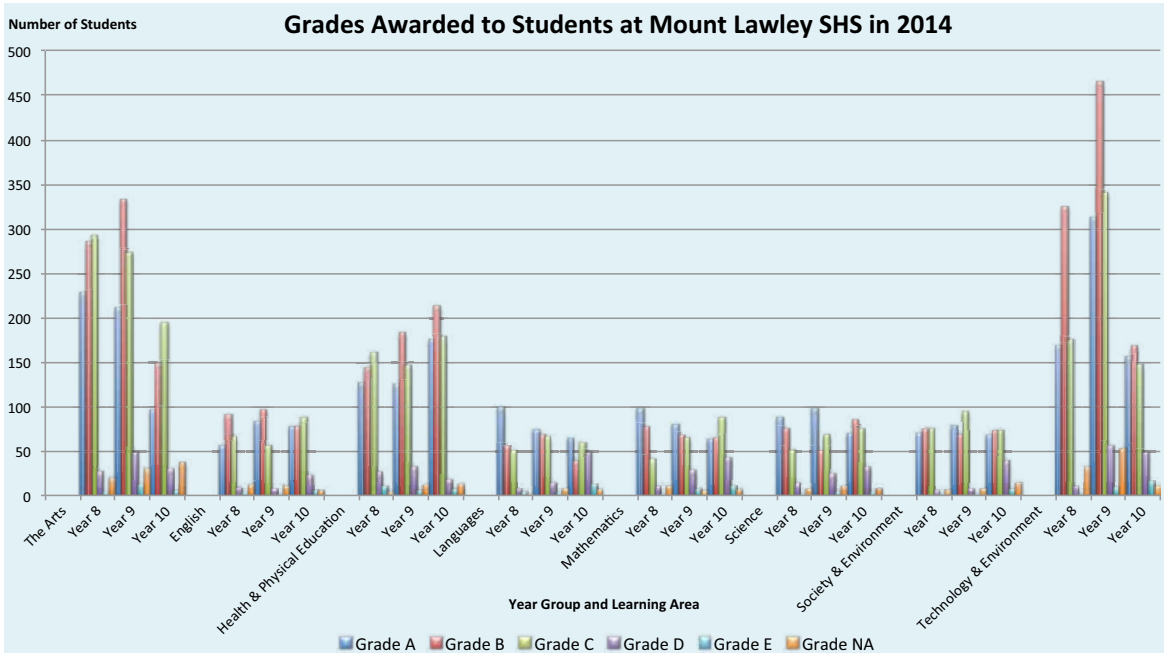
YEAR 8-10 PROGRESS

The table and associated graphs show the grading pattern for students in Years 8-10 for 2014. It is noted that the grading data, taken from the Department of Education's database, shows some results that are different from school expectations in that more "No Awards" were recorded than school records suggested. 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. This is to be expected. The number of grades in English, Mathematics, Science and Society and Environment approximates enrolments.

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 and it is noted that the 2014 pattern continues to approximate NAPLAN. In mathematics grading also reflects streaming where in some classes students are not postured to gain 'A' grades due to the material covered. There are several areas where the number of 'A' grades may be too many and work on standards and internal moderation continues.

Year 10 grades of course form the basis of recommendations for subject selection in Year 11. It is important that these provide an accurate reflection of the capacity for study in the Senior Years.

Learning Area/Year	Grade					
	A	B	C	D	E	NA
The Arts						
Year 8	169	326	280	20	5	15
Year 9	160	269	342	47	4	31
Year 10	72	156	148	24	11	14
English						
Year 8	57	96	77	10	1	1
Year 9	47	108	76	21	8	8
Year 10	56	81	114	27	10	8
Health & Physical Education						
Year 8	142	159	155	25	3	0
Year 9	164	155	152	45	9	10
Year 10	251	257	150	20	1	25
Languages						
Year 8	126	41	55	6	2	3
Year 9	100	74	51	9	0	11
Year 10	101	50	56	26	7	11
Mathematics						
Year 8	85	71	62	19	4	1
Year 9	89	85	46	24	15	9
Year 10	47	31	64	71	29	7
Science						
Year 8	80	88	60	12	1	1
Year 9	69	73	81	27	9	9
Year 10	60	64	89	41	10	4
Society & Environment						
Year 8	74	91	63	11	2	1
Year 9	67	101	67	15	11	7
Year 10	86	74	90	57	22	12
Technology & Enterprise						
Year 8	95	219	246	21	2	3
Year 9	236	228	250	35	12	22
Year 10	128	184	161	42	37	19



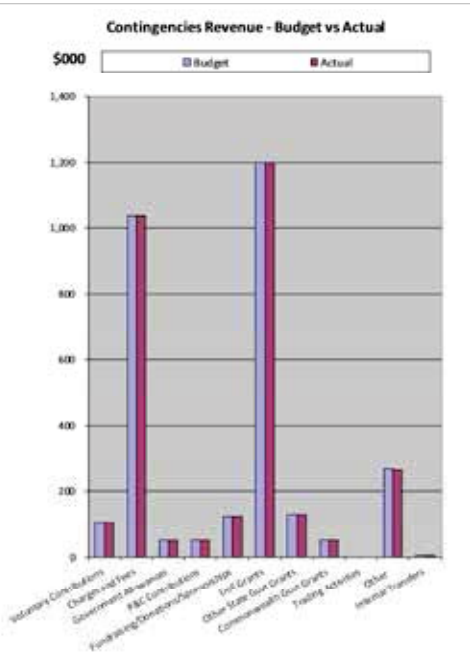


Finance Report

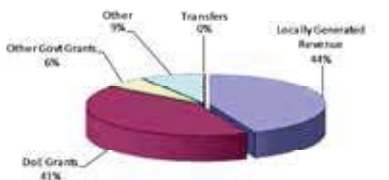


FINANCE REPORT: Financial Summary as at 31 December 2014

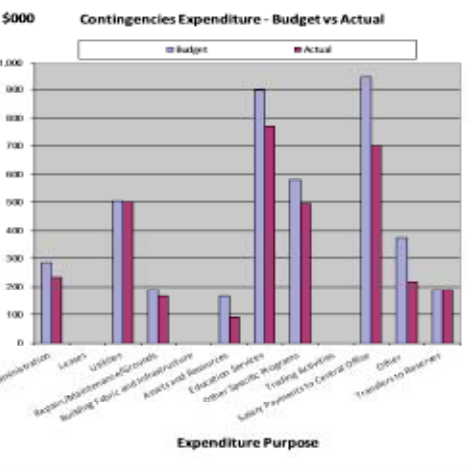
Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 103,181.00	\$ 103,181.21
2 Charges and Fees	\$ 3,035,022.50	\$ 3,035,023.05
3 Government Allowances	\$ 50,290.00	\$ 50,290.00
4 P&C Contributions	\$ 48,506.00	\$ 48,505.73
5 Fundraising/Donations/Sponsorships	\$ 123,697.00	\$ 123,699.36
6 DoE Grants	\$ 1,198,283.00	\$ 1,198,283.01
7 Other State Govt Grants	\$ 128,255.00	\$ 128,255.12
8 Commonwealth Govt Grants	\$ 50,567.00	\$ 50,567.31
9 Trading Activities	\$ -	\$ -
10 Other	\$ 264,266.00	\$ 262,749.81
11 Internal Transfers	\$ 4,271.00	\$ 4,270.95
Total	\$ 3,006,338.50	\$ 3,004,825.55
Opening Balance	\$ 1,122,645.00	\$ 1,122,645.50
Total Contingency Funds Available	\$ 4,128,983.50	\$ 4,127,471.05
Total Salary Allocation	\$ 12,840,902.00	\$ 12,840,902.00
Total Funds Available	\$ 16,969,885.50	\$ 16,968,373.05



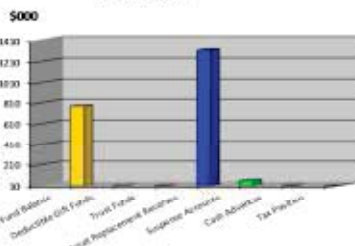
Current Year Actual Contingencies Revenue Sources



Expenditure	Budget	Actual
1 Administration	\$ 284,345.00	\$ 231,772.40
2 Leases	\$ -	\$ -
3 Utilities	\$ 501,863.00	\$ 500,860.87
4 Repairs/Maintenance/Grounds	\$ 185,945.00	\$ 163,683.12
5 Building Fabric and Infrastructure	\$ -	\$ -
6 Assets and Resources	\$ 165,168.00	\$ 89,748.97
7 Education Services	\$ 898,298.03	\$ 767,464.13
8 Other Specific Programs	\$ 576,755.86	\$ 493,104.40
9 Trading Activities	\$ -	\$ -
10 Salary Payments to Central Office	\$ 941,773.00	\$ 700,383.00
11 Other	\$ 371,284.61	\$ 218,336.84
12 Transfers to Reserves	\$ 184,706.00	\$ 184,706.00
Total Contingencies Expenditure	\$ 4,110,138.50	\$ 3,350,059.71
Total Salary Expenditure	\$ 12,840,902.00	\$ 12,841,886.00
Total Expenditure	\$ 16,951,040.50	\$ 16,191,945.71



Cash Position



Cash Position as at:	31 December 2014
Bank Balance	\$ 2,142,261.40
Made up of:	\$ -
1 General Fund Balance	\$ 777,413.34
2 Deductible Gift Funds	\$ 2,827.32
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,317,236.64
5 Suspense Accounts	\$ 59,116.10
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 14,120.00
Total Bank Balance	\$ 2,142,261.40

The school's financial management position has been strengthened over the past few years and achieved a good result in the 2014 financial audit. This reflects the work of the Business Manager and her key staff.

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. The Reserve includes learning area text books, minor works, computers and the school bus fleet. When the school's two buses will be considered for replacement in a decade's time, the cost is likely to be in the vicinity of \$800,000 or more. 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 with 85% of families paying contributions and 86%, paying charges in Years 11-12 and 89% in Years 8-10. However, there are some families that do not pay and whilst efforts to enrol students in courses supported by contributions are attempted, this is not always possible. Where parents do not pay Charges the school reserves the right to refer them to a collection agency. These actions are consistent with the Act, regulations and policy.

Many parents have also been generous in supporting the funds to augment activities in Literacy and Numeracy, the Healthy Active program and ICT and Innovation. The Healthy Active program conducted by Ms Barnes is therefore able to be offered in 2015 due to this support from parents. The School Chaplain position is also supported by parents. The school did not receive any Commonwealth Government support for 2015 and has to fund the position from general Student Centred Funding. The Chaplain plays a key role in the wellbeing of students and the continued support by parents is crucial.

Committed to...

maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners

ARTHUR LEGGETT, OAM, ED WRITING PRIZE



Johanna Y9
with Arthur Leggett, OAM, ED
and Mr John Cox.
Sponsored by The Lodge of Sincerity

ROTARY 4WAY SPEAKING COMPETITION



Shaun with
Mr Larry Manno Rotary Club of Mt Lawley



UNSW ENGLISH ICAS AWARDS

YEAR	H/DIST	DIST	CREDIT
8	4	5	
9	3	24	
10	3	13	
11	1	8	

UNSW SCIENCE ICAS AWARDS

YEAR	H/DIST	DIST	MERIT	CREDIT
8	2	2	10	
9		5	17	
10		6	10	
11		1	4	
12		1	1	3

UNSW CHEMISTRY ICAS AWARDS

Year	H/DIST	DIST	CREDIT
Year 10	3	7	5
Year 11	1	5	2
Year 12	0	1	0

SCIENCE SCHOLARSHIPS



Claudia Y8, Henry Y9
and Suk Jun Y10
with Ms Christine Richardson



SCIENCE PERFECT WORLD CHAMPIONSHIPS

Global Ranking 15/787 schools
3 Gold Awards (Top 2%)
2 Silver Awards (Top 5%)
12 Bronze Awards (Top 10%)
12 Credit Awards (Top 20%)

MATHS PERFECT WORLD CHAMPIONSHIPS

Global Ranking 221/806 schools
3 Credit Awards (Top 20%)



AUSTRALIAN MATHEMATICS COMPETITION

YEAR	H/DIST	DIST	CREDIT
8	1	13	30
9	0	7	22
10	1	6	15
11	2	3	0
12	1	4	1

big science competition

8	4	3	8
9	0	6	24
10	2	3	14

LANGUAGE PERFECT WORLD CHAMPIONSHIPS

- Global Ranking 415/1,052 schools
- 1 Elite Award (Top 0.3%)
- 2 Gold Award (Top 2%)
- 4 Bronze Award (Top 10%)
- 15 Credit Awards (Top 20%)

STATE SPEAKING COMPETITION



1st Prize Y9 Liam with Mr Garath Mouncey (Education Coordinator) Australia-China Friendship Society

ITALIAN DANTE ALIGHIERI SOCIETY SPEECH COMPETITION



1st Prize Y8 Max with Dr Adriano Tedde

ALLIANCE FRANCAISE AWARD

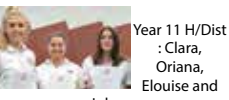


High Distinction for Clara with Dr Adriano Tedde

ITALIAN DANTE ALIGHIERI STATE EXAMS



Year 10 H/Dist : Sun, Edele, Emma, Aisha and Nicole.



Year 11 H/Dist : Clara, Oriana, Elouise and Johanna

STUDENT PARTICIPATION TRENDS

In 2014 the percentage attendance of students at Mount Lawley exceeded State percentage for both Aboriginal and non-Aboriginal students but below similar schools for non-Aboriginal attendance. The average attendance rate for all students was 89.7%. Whilst exceeding the State it is noted that a better attendance rate in all years, especially in upper-school is required. This is a concern as failing to attend school has a likely adverse impact on academic results. Attendance of students was an identified school priority for 2014 and will continue to be in 2015. 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

In 2014 there was a small reduction (50 students) in the Senior School reflecting fewer students in the half cohort, however, enrolments continued to be high. This is a factor of the school's reputation in the community and of course of 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. In Years 10 and 11 more students are able to enter and this factor leads to an increase over Middle School. The school usually has a large waiting list of students seeking to enter in Year 8. Not all applications in Year 10 can be accepted either due to accommodation pressures. Sibling enrolment is no longer guaranteed.

STUDENT RETENTION TRENDS

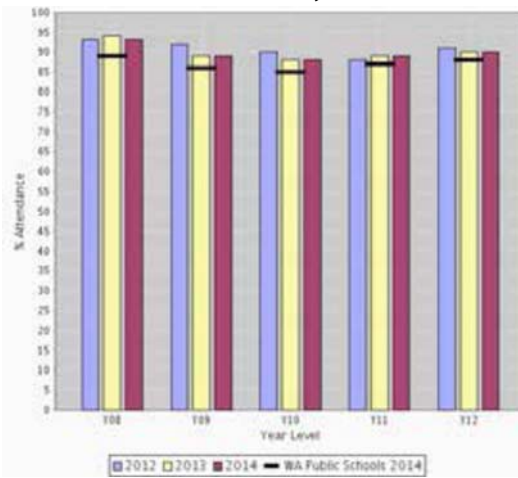
Lower secondary had 764 students enrolled and upper secondary 539 students enrolled. The retention rate for this cohort from Year 8 to Year 10 was 101% and from Year 8 to Year 12, 103%. As the half year cohort exits in 2014, it is expected student numbers will increase. This indicates a solid retention as well as strong demand for places at Mount Lawley Senior High School, a school of choice.

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 GAT Language, SVAPA and Jazz Music programs. The Aboriginal Excellence Program is also available for eligible students and the school manages the Departments' Follow the Dream Outreach program. In 2014 this was in partnership with the Graham (Polly) Farmer Foundation.

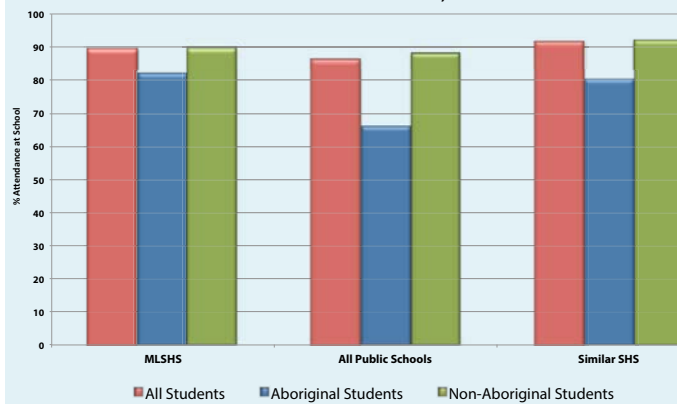
Evidence of statistical value adding can be identified with NAPLAN. Mount Lawley SHS added significant value in the English domain being above or similar to the standard. However, progress in Numeracy was lower than expected and action to improve this will be taken.

% Student Attendance By Year Level

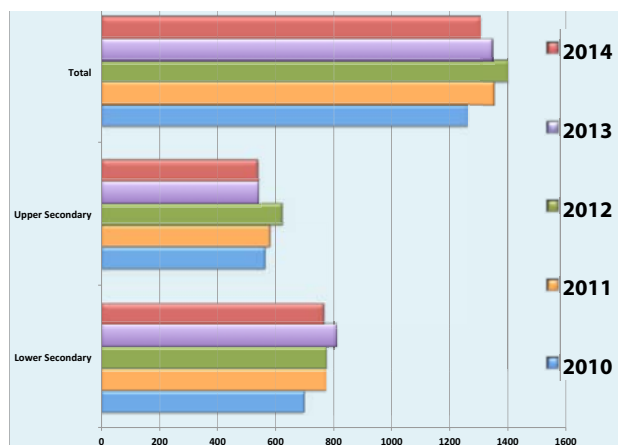


	Y08	Y09	Y10	Y11	Y12
2012	93%	92%	90%	88%	91%
2013	94%	89%	88%	89%	90%
2014	93%	89%	88%	89%	90%
WA Public Schools 2014	89%	86%	85%	87%	88%

Attendance at School, 2014



Student Enrolment at Mt Lawley SHS 2010 - 2014



MIDDLE SCHOOL DUX



Annalise with Mr Michael White

MIDDLE SCHOOL



SVAPA AWARD Lily with Mr Michael Sutherland, MLA

PETER SPARBIER



SCHOLARSHIP 2014 Phuc Thien (Tina) & Helen with Mr Rodney Cunningham

ALMA PORTER



AWARD 2014 Ethan with Ms Marilyn Harvey

ROTARY CLUB OF MT LAWLEY STUDENT OF THE YEAR



Orlando with Mr Larry Manno Rotary Club of Mt Lawley

DES BEARD MIDDLE SCHOOL CITIZENSHIP AWARD



Stephanie with Mr Arthur Leggett



General



TEACHING STAFF QUALIFICATION

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

STAFF PROFESSIONAL LEARNING

Secondary Schools

	Days/Cost
Number of Teaching Staff (full-time equivalent)	93
Minimum Days	7
Average Salary	\$550
Total PL Expenditure	\$358,050

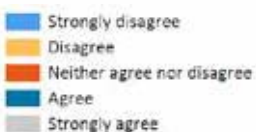
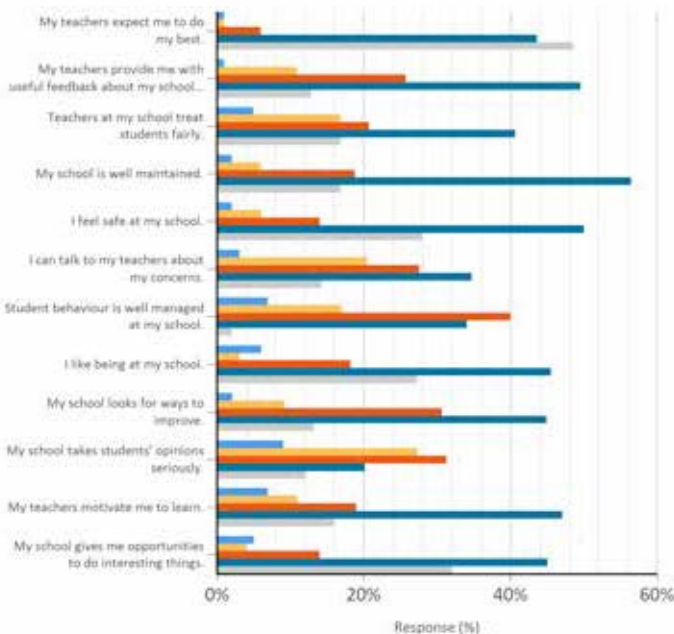
STAFF NUMBERS 2014

Staff Information

	Total Numbers
Administration Staff	17
Teaching Staff	76
School Support Staff	49
TOTAL	142

During 2014 all full-time teaching staff at Mount Lawley SHS engaged in a minimum of 7 days professional learning. Four 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 one 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. A number attended workshops associated with the Australian Curriculum. 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 2014 this amounted to over \$90,000.

Student National School Opinion Survey



In the staff survey the areas of concern were whether their opinions were valued, whether they were supported and that feedback on performance could be improved. As with parents, all questions were positive.

The results of the three surveys are graphed above. The graphs show a consistent and high level of satisfaction from students, staff and parents in most areas. As a result of the survey, the school continues strengthening programs including anti-bullying processes.

SATISFACTION SURVEY

As of 2014 surveys of students, parents and staff must be conducted annually. This replaces a tri-annual approach. The student and staff results indicated a satisfaction rating of above 4 on a 5 point rating. The questions and rating scale is changed from previous versions so it is not possible to compare results from the last iteration. All three segments returned positive responses to the questions. Students and parents reported that school safety was positive and this is likely to be the result of heightened attention to bullying and student support. Student concerns raised include the level of feedback provided, whether they can talk to staff about issues and a belief their opinions are not valued highly. They were appreciative of opportunities presented, efforts by staff to motivate them and that teachers expected them to achieve.

Parents had some similarities to student concerns and were also concerned that staff could do more to work with parents, however, it was noted they could talk to teachers. Whilst the agree column was always the top rated one, in all questions, areas of strength included the fact that their children liked the school and there were high expectations.



AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)

State & National Chinese Proficiency Competition for Foreign Students, Adelaide, Australia



State & National 2nd Cultural Maksim Year 11
State 2nd Place Cultural William Year 10



AUSTRALIAN-CHINA FRIENDSHIP SOCIETY



CHINESE AWARD
Raqeema Year 11
Benjamin Year 9
Ruby Year 10
Shannon Year 8

with Mr Garath Mouncey (Education Coordinator)

The Law Society OF WESTERN AUSTRALIA THE LAW SOCIETY OF WA INTERSCHOOL MOCK TRIAL COMPETITION



Year 11 Team - Winner State Grand Final.
Chaz, Jadviga, Olivia, James, Megan, Clara, Stacey and Joseph.

Coaches: Rhiarne Bruce & Rosie Blakey-Scholes from Thompson Downey Cooper



SOCIAL SCIENCES EDUCATION PERFECT WORLD CHAMPIONSHIPS

Global Ranking 63/678 schools
49th Australia wide
8th overall in WA
1 Gold Awards (Top 2%)
1 Silver Awards (Top 5%)
2 Bronze Awards (Top 10%)
1 Credit Awards (Top 20%)



SCHOOL BUSINESS PLAN PRIORITIES

- 1. Better Academic Achievement**
- 2. Pedagogy**
- 3. Student Wellbeing**
- 4. Partnerships**

The school's School Business Plan (SBP) 2012-2014 and current Independent Public School Delivery and Performance Agreement (DPA) both conclude in 2014. A new DPA will be provided for 2015-2017 and an updated SBP for the same period is being finalised.

1. BETTER ACADEMIC ACHIEVEMENT

Over the three year period the school gained satisfactory results in systemic assessment structures. For two of the three years, the Year 12 WACE performance was as expected and in the positive domain (less than one standard deviation above the expected mean ATAR). In NAPLAN for 2012 and 2013 the school's results placed it with the very best in the State, however, in 2014 there was a decline in this standing due to lower than expected progress in Numeracy. A plan to improve this aspect will be implemented.

In NAPLAN the Writing performance remains superior to similar schools. There is considerable effort by teachers to follow a school plan and improve the ability of students to write. Writing remains a critical lifeskill and one that has value in higher education.

Academic competitions continue to be subsidised and these lead to capable students being enriched and extended. Many students were successful in gaining an accolade.

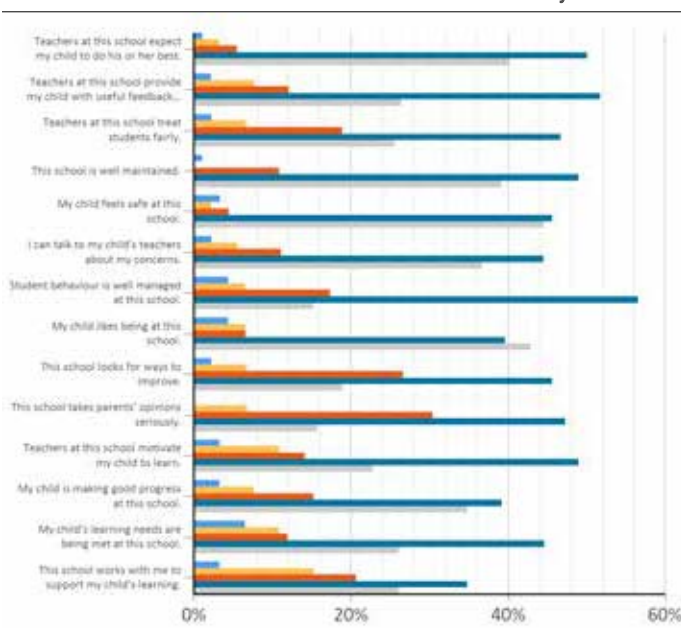
The major improvement in terms of targets was an increase in the median ATAR and associated measures such as university entrance. Students must continue to select appropriate ATAR pathways. The school's counselling processes have been reviewed and it is noted that students who do not achieve a WACE or an ATAR of 55 or better are very often those, for whom a change in course was recommended. This was resisted by families. The counselling model is therefore seen as satisfactory as staff advice cannot be enforced if not followed.

WACE achievement mirrored the State, however a 100% rate eluded the school in all three years, however, the Attainment Rate was always superior to the State result. The target for matching like school subject results was bettered or equalled each year. NAPLAN mean scores saw the goal achieved and some of the aspirational goals.

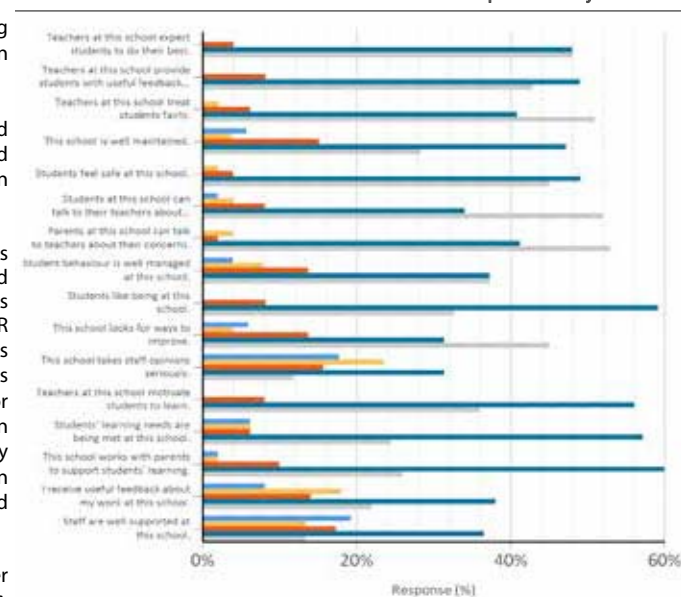
Whilst competition results exceeded the targets, the school was not placed in any Year 12 "League Table". This is a goal that staff must continue to work to meet.

Many targets in this section of the School Business Plan were achieved as well as some aspirational ones. A report on target achievement can be found on the school's website.

Parent National School Survey



Staff National School Opinion Survey



2. Please rate the items below.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

EX-PRISONERS OF WAR ASSOCIATION CADET OF THE YEAR AWARD



Luisa
with Ex-Prisoners of War Association Secretary Mr Ray Gallioth RFD



AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD



Crystal Lee (Year 12)
Mikayla (Year 10)
with Ex-Prisoners of War Association Secretary Mr Ray Gallioth RFD

YEAR 10 SVAPA AWARD

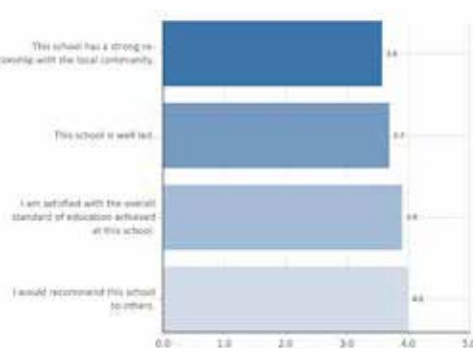


Fraser
with Mr Dallman Convenor SVAPA Parents' Group

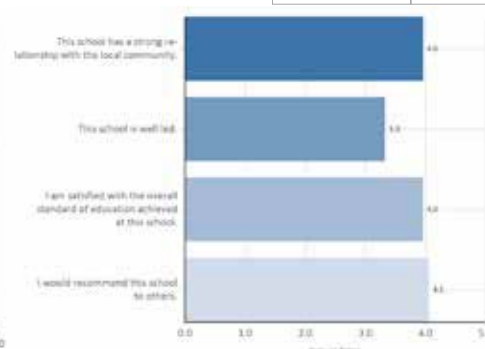
YOUNG WRITERS' CONTEST



Lily
Young Writers' Contest Finalist Gold Y9-10 Poetry
with Ms Eleni Evangel, MLA



Parent Response



Staff Response



General



2. PEDAGOGY

The professional learning community construct is in place in each learning area and in terms of time allocation often the aspirational target was met. This has a focus on improving student results through better teaching. The performance management of teachers also has a focus on teaching and learning with all teachers required to have a goal to address pedagogy. Peer modelling/coaching was introduced through both initiatives. Progress was slow and it is now being pursued by the classroom observation component of performance management.

On School Development Days staff undertake professional learning on ICT and individual education planning and differentiated curriculum and delivery. Staff identified as being "lighthouses" in certain areas present their work to their peers and show how their good practice can be utilised by others. Literacy and Numeracy sessions are also conducted.

The CMS training course that assists the growth of instructional techniques was not conducted in 2014 so the target was not met.

3. STUDENT WELLBEING

Attendance continued to be a focus in 2014 and the resulting improvement to almost achieving the 90% benchmark was pleasing. The goal of 90% for each year group was not reached except in Year 8 and Year 12.

Anti-bullying remains a priority and the school continues to work with ECU in developing best practice. Cyber safety courses are conducted in the Middle School. Based on the 2014 survey of parents and especially students it appears that most perceive the school to be safer and this addresses one of the issues identified in the IPS Independent Review (perception of not bullying itself).

The suspension rate declined from the 2011 benchmark with most suspensions in 2014 being Year 9. The goal to achieve a reduction was reached.

Students continued to complete community service hours and to be awarded Colours across a range of achievements. At all assemblies in 2014 a significant number of students were acknowledged for achievements.

4. PARTNERSHIP

The "no surprises" rule for parents continues to be stressed to all staff. For Years 11/12 students, a number of parents utilise successfully Parent Connect. Mount Lawley SHS was the trial school for this product and it is now available in a number of other schools as well. This was continued throughout 2014 and now most Year 11 and 12 parents sign up. There is the potential to enhance services to parents especially in the attendance area and Departmental staff are looking for improvements in these areas.

Networks with the business community in order to offer students work placements continue. School staff have been able to grow places to match student demand. The Career Link program is now the prime focus for work-based programs.

The school continued to work with the local primary schools in transitioning Year 7 into high school. This was a main effort in 2014 and first indications are that the group has settled well into the school.

The school signed a third sister school agreement in China in 2012 and they visited in 2013 and 2014 making these links strong. A teacher from Hangzhou Number 14 was hosted by the school for Semester 2 2012. The sister school agreement with Hangzhou Number 14 was the first signed in WA (1999) and will be renewed in 2015. This is a very strong and mutually beneficial relationship. In 2013 through the China Bridge program, Mount Lawley SHS was the target school with Beijing Chenjinglun High School, visited by the former Prime Minister, the Hon Julia Gillard. In 2015 the China Tour group will visit this school and assess the potential for a relationship.

The work to grow links with the school's alumni continues. An expression of this remains with the innovative Sea Explorers where members of the Class of 69 with some of 1968 mentor current students.

The Interact Club prospers and the links to the Rotary Club of Mount Lawley are strong. Several other clubs seek the support of the school in accepting incoming exchange students.

INDEPENDENT REVIEW

In 2014 Mount Lawley SHS had the Independent Review which is managed by the Department of Education Services (DES). The report was accepted by the 2014 principal. The school's substantive principal has a view that there are a number of contentious issues and there is no accepted framework to manage this. Whilst DEC indicated a response could be provided the fact that the period was during the time when schools were closed was not seen as reasonable. The substantive principal has prepared a commentary to the report which has been placed with the review document on the school's website.

P & C / SCHOOL BOARD

The school community was well served by its P&C led well by Mr Ron Pearce, the President. His hard working committee provided great support to him and the school. The School Board chaired by Dr Jenny Fay also made a very valuable contribution to the school especially in the final year of Independent Public School status. 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 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 2014 adding value to its students. In 2014 Mount Lawley Senior High School operated within the Independent Public School framework and was reviewed by the Department of Education Services. The review found the school well placed to improve.

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

MICHAEL SUTHERLAND, MLA SCHOLARSHIP FOR HUMANITIES



Claudia, Divya (Anjali) & Hannah with Mr Michael Sutherland, MLA



EDITH COWAN UNIVERSITY CITIZENSHIP AWARD



Nicole with Associate Professor Cullen

EDITH COWAN UNIVERSITY BUSINESS & LAW AWARD



Chaz with Associate Professor Cullen

AUSTRALIAN LINGUISTICS OLYMPIADS



Gold Awards: Megan, Harry and Clara Sam (absent) with Mr Michael Sutherland, MLA

ANNE GRIFFITHS SCHOLARSHIP FOR VOCATIONAL EDUCATION



Elissa with Ms Anne Griffiths