

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

Kexin (Katherine) Sun (ATAR)



Ambika Aghi (VET)



WACE GRADUATION

2016 Outcome Graduation Rate
School: 98.46 %
State: 96.40 %



UNIVERSITY ENTRANCE 2017

91% of WACE students were offered a public university place with 64% gaining their first choice

Courses offered:

- Natural and Physical Sciences
- Information Technology
- Engineering & Related Technologies
- Architecture & Building Management & Commerce
- Medical Studies
- Podiatry
- Criminology
- Business & Commercial Law
- Political Science & Policy Studies
- Law
- Veterinary Science
- Environmental Studies
- Performing Arts
- Music
- Teacher Education:
- Secondary/Primary/Early Childhood
- Occupational Therapy
- Marketing
- Graphic Arts and Design Studies
- Psychology
- Studies in Human Society
- History
- General Nursing
- Radiology
- Medical Studies

TAFE ENTRANCE 2017

65% of students applying for TAFE were offered their first preference and 75% a place.

The 2016 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. Over 1600 students were enrolled at the school during 2016.

SCHOOL PURPOSE STATEMENT - Dedicated to Learning

This statement 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 Guiding Principles of the Western Australian Curriculum & Assessment Outline.

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 2016, in terms of learning outcomes for students the requirements of the syllabus statements of the 8 learning areas define what is delivered during classroom instruction.

PROGRAMS OFFERED

In Years 7-10 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 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 7-10 who gain entry through state-wide testing under the Gifted and Talented (GAT) program. In Years 7-10, 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. They also enjoy the benefits of the P & C funded Homework Centre (Achievement Club).

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

2016 OUTCOMES

There were improved outcomes achieved by students in 2016. The school's Year 12 WACE performance exhibited a sound result and there were some very strong individual and subject performances. The school was placed in three of the four SCSA League Tables, the first time the school gained a League Table place since 2009.

The Graduation Rate was above the state percentage and results were solid. The median ATAR improved and was better than the state's. 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. This was for both Year 7 and Year 9. Due to a better Numeracy performance than 2014, the school's overall NAPLAN position improved and this must continue. These factors are explained in later sections.



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

TOP STUDENT IN THE STATE

Chinese First Language



Kexin (Katherine) Sun

SUBJECT CERTIFICATE OF DISTINCTION ECONOMICS



Siu Jun Mah

HUMAN BIOLOGY



Aimi Arai

(VET) INFORMATION & COMMUNICATIONS TECHNOLOGY



Jofi A'Court

SCHOOL ACHIEVEMENT CERTIFICATES OF DISTINCTION

Aimi Arai, Lily Baitup, Kayla Barnes, Mikayla Barty, Aisha Chaudhry, Rosa Clifford, Nicolas Foster, Tianna Furness, Shaun Johnston, Siu Jun Mah, Alexander Martin, Hannah McGirr, Aaron Nguyen, Borys Rembiasz, Braeden Sims, Kirsten Staines, Lachlan Stuart, William Tucker, Napatra Vadanathorn, Victor Shen Feng Zhong.



ATAR 99+ Club



Kexin (Katherine) Sun and Borys Rembiasz



Year 12 Highlights



YEAR 12 SCHOOL AWARDS

DUX AWARD
Kexin (Katherine) Sun



RUNNER-UP DUX
Borys Rembiasz



GENERAL STUDIES DUX
Jofi A'Court



VOCATIONAL EDUCATION & TRAINING DUX
Ambika Aghi



WESTSCHEME DIVISION OF AUSTRALIANSUPER AWARD FOR EXCELLENCE IN VET
Kian Kay



SPORTSWOMAN OF THE YEAR
Suci Wardana



SPORTSMAN OF THE YEAR
Isaac Mackean



ARTS AWARD
Lily Baitup



ARTS AWARD
Shaun Johnston



PRINCIPAL'S AWARD
Rosa Clifford



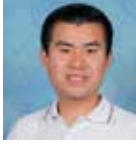
NORTH METRO REGION EXCELLENCE AWARD
William Tucker



RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR
Kiah Fraser



RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR
Haojun (Kevin) Wu



CHRISTINE RICHARDSON CITIZENSHIP AWARD
Mikayla Barty



CALTEX BEST ALL ROUNDER AWARD
Tianna Furness



ADF LONG TAN LEADERSHIP & TEAMWORK AWARD
Lily Baitup



ADF LONG TAN LEADERSHIP & TEAMWORK AWARD
Alexander Martin



COMMUNITY SERVICE & PARTICIPATION AWARD
Hannah O'Brien



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 47 students gained an ATAR of 90 or higher with 52.7% of students one of 80 or higher. This is 3% improvement over 2015. Two students, Kexin Sun and Boris Rembiasz gained a 99 plus ATAR, a significant achievement.

Of the 2016 Year 12 cohort, 20 students gained Certificates of Commendation (10 'A' Grades or better over Years 11 and 12). Thirteen WACE subjects scored above the State average with two Top 10 Subjects: EALD, Italian. Seven subjects gained a higher mean score than for similar schools.

A very important statistic is post-school acceptance. For university bound students 99.41% of eligible students were offered a place and 78.70% students their first choice. Of the students studying in a VET pathway 95.14% gained a Certificate II or higher. Of the students seeking to enter a STP (formerly TAFE) 87.87% of applicants were offered a place, with 78.78% 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	98.46	96.40	86
% of Students Gaining Scaled Score of at least 75% in a WACE Course	32	Not Reported	Not Tabled
% Students in Stage 2 Course with Score of at least 65%	27.27	31.72	68
% Students in Stage 3 Course with Score of at least 65%	31.21	33.30	50
% Students in Stage 2 Course with Score of at least 75%	6.49	11.51	91
% Students in Stage 3 Course with Score of at least 75%	11.46	12.52	42
% of WACE students in the top third of the State	36	Not Reported	Not Tabled
% Offered First Preference in a Tertiary Institution			Not Tabled
% Offered Place in a Tertiary Institution	60.3	36.7	Not Tabled
Median for WACE Students	81.7	78.2	Equal 39
% of Students Gaining an 'A' grade in a Stage 1 Course	28.44	18.84	Not Tabled
% Students Completing at least 220 Nominal Hours of VET Study	43.63	39.84	98
% Students Participating in VET	55.60	47.56	100
% of Students Achieving AQF Cert II or higher	95.14	41.62	48
% of Students Completing at least one UoC	55.60	47.78	100
% Offered First Preference in a TAFE	65.00	Not Reported	Not Tabled
% Offered Place in a TAFE	75	15.0	Not Tabled
% Completion Rate (55 ATAR or Cert 2)	94		Not Tabled

Summary of Key Year 12 Performance Indicators.

ATAR Median Relative Performance	0.18
ATAR Change	∞
ATAR 55+	95%
Attainment (55+ and/or Cert II Completion)	99%

Year 12 School Performance in WACE Adjusted by SEI.

The school's median ATAR score was higher than the State. The median ATAR adjusted for socioeconomic and population factors is the measure that determines overall performance against similar schools. In 2016, Mount Lawley SHS gained the 48th highest ATAR in the state. This is a good outcome. For 2016, a 91% achievement of an ATAR of 55 or better is a good performance outcome as this is the minimum entry standard for university and 91% of students in the school's university pathway 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 96.4%, however, Mount Lawley SHS attained 98.4%. This is a very positive result as it indicates the successful articulation post-school to a preferred study or employment pathway.

SUBJECT AWARDS 2016

ENGLISH GENERAL Ambika Aghi	MODERN HISTORY ATAR Aimi Arai
ENGLISH ATAR Kirsten Staines	POLITICS & LAW ATAR Kirsten Staines
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT ATAR Thien (Kim) Nguyen	PSYCHOLOGY GENERAL Aimi Arai
LITERATURE ATAR Nina Youe	PSYCHOLOGY ATAR Hannah O'Brien
CHINESE: FIRST LANGUAGE ATAR Kexin (Katherine) Sun	CERTIFICATE II BUSINESS Bianca Koske
CHINESE: SECOND LANGUAGE ATAR William Tucker	CERTIFICATE III BUSINESS Zainab Al-Ahmad
FRENCH: SECOND LANGUAGE ATAR Telea Hotker	APPLIED INFORMATION TECHNOLOGY GENERAL Ethan Rice
ITALIAN: SECOND LANGUAGE ATAR Johanna Battista	APPLIED INFORMATION TECHNOLOGY ATAR Daniel Willsher
CERTIFICATE II APPLIED LANGUAGES (Japanese) Mary Lam	DESIGN ATAR Drew Alexander
MATHEMATICS: ESSENTIALS GENERAL Stella Thomas	ENGINEERING STUDIES ATAR Dale Emmott
MATHEMATICS: APPLICATIONS ATAR Nicole Maher	FOOD SCIENCE & TECHNOLOGY GENERAL Yadanar Lynch
MATHEMATICS: METHODS ATAR Kexin (Katherine) Sun	CERTIFICATE II COMMUNITY SERVICES Hannah Hall
MATHEMATICS: SPECIALIST ATAR Kexin (Katherine) Sun	CERTIFICATE II ENGINEERING Pathways Paul Athanassiou
OUTDOOR EDUCATION GENERAL Elysse Hislop	CERTIFICATE II HOSPITALITY Griffin Coggin
PHYSICAL EDUCATION STUDIES GENERAL Lachlan Stuart	CERTIFICATE II VISUAL ARTS (Photography) Szilvia Kaszaniczky
PHYSICAL EDUCATION STUDIES ATAR Lachlan Stuart	CERTIFICATE II VISUAL ARTS (Technical Graphics) Danielle Tate
CERTIFICATE II SPORT & RECREATION Bradley Barton	CAREER LINK Ambika Aghi
BIOLOGY ATAR Hannah McGirr	DRAMA GENERAL Nicola Bower
CHEMISTRY ATAR Kexin (Katherine) Sun	DRAMA ATAR Lily Baitup
HUMAN BIOLOGY ATAR Aimi Arai	THE DON ROWE MEDIA PRODUCTION & ANALYSIS GENERAL Szilvia Kaszaniczky
INTEGRATED SCIENCE GENERAL Lorraine Rosson	THE DON ROWE MEDIA PRODUCTION & ANALYSIS ATAR Evan Menis
PHYSICS ATAR Kexin (Katherine) Sun	MUSIC GENERAL Griffin Reed-Lombardo
ACCOUNTING AND FINANCE GENERAL Madeline Rogers	MUSIC: JAZZ ATAR Drew Alexander
ACCOUNTING AND FINANCE ATAR Yong (Ryan) Tan	MUSIC: WESTERN ART MUSIC ATAR Rosa Clifford
ANCIENT HISTORY GENERAL Mikhaela Powell	VISUAL ARTS GENERAL Johanna Battista
ANCIENT HISTORY ATAR Hannah McGirr	VISUAL ARTS ATAR Shahidah Rashid
BUSINESS MANAGEMENT & ENTERPRISE ATAR Alexander Martin	CERTIFICATE II LIVE PRODUCTION & SERVICES Telea Hotker
ECONOMICS ATAR Kirsten Staines	
GEOGRAPHY ATAR Ashlyn Bland	



Year 12 Highlights



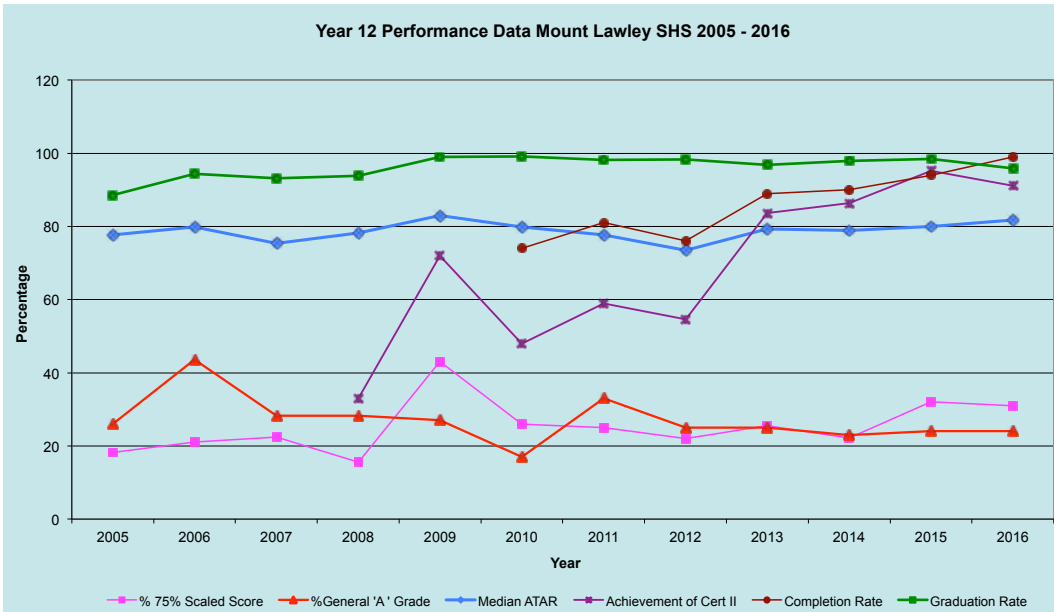
SCHOOL CURRICULUM AND STANDARDS AUTHORITY

TOP 10 WACE SUBJECTS

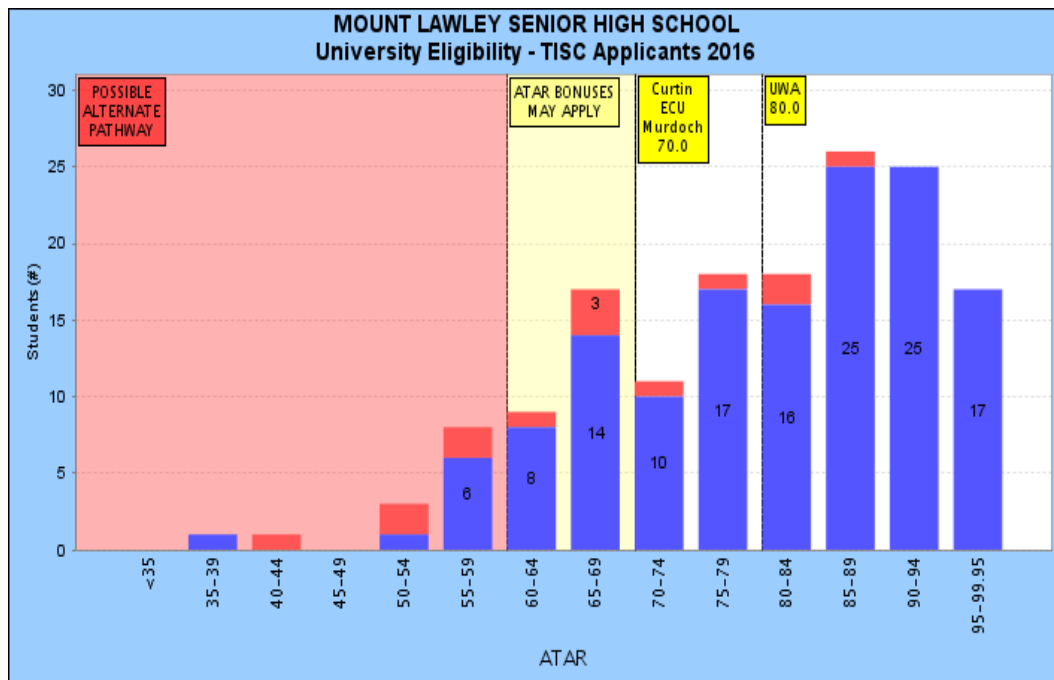
- Economics
- English
- Ancient History
- EALD
- Chinese Second Language
- Italian Second Language
- Applied Information Technology
- Mathematics Application
- Politics & Law
- Psychology

WACE SUBJECTS ABOVE THE STATE AVERAGE

- Chinese: First Language
- English As An Additional Language
- Economics
- Italian Second Language
- English
- Physical Education Studies
- Physics
- Engineering Studies
- Mathematics: Application
- Psychology
- Mathematics: Methods
- Accounting and Finance
- Applied Information Technology
- Mathematics Specialist
- Chemistry
- Literature



This graph shows a series of performance measures over time. The Graduation or WACE rate was better than the State's. The percentage of WACE course 75% plus scores was steady over 2015 and saw the school placed in the SCSA League Tables. 'A' grades in Stage 1 courses and Certificate II completion, remained steady. The Attainment Rate remained strong.



The above diagram shows the ATAR bands achieved by Year 12 students in 2016. 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.

Fewer students did not gain a scaled score of 50% however all universities now have a minimum of 60+. Overall, this shows an improvement over 2015 with a much stronger top end performance. This may be attributable to the school's approach to writing. The whole school writing plan calls for a graduated approach and by the conclusion of Middle School all students have been taught essay writing skills.

It was also noted that some ATAR students did not meet university entrance requirements although they were fewer in number than last year and may be eligible for an alternative pathway. This suggests that they were probably in an incorrect pathway for their ability level. Parents need to be mindful of advice about students' subject selections.

WACE SUBJECTS ABOVE LIKE SCHOOL AVERAGE

- Chinese Second Language
- Economics
- English
- Mathematics 3AB
- Mathematics 3CD
- Applied Information Technology
- Psychology
- Visual Arts



HONOURS SOCIETY



Twenty-one students were inducted into the Honours Society in 2016. 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. 47 members were inducted.



Year 12 Highlights



WACE Examination Courses

Student Performance - Stage 2 and/or 3 Courses

Course	Performance			Students		
	2014	2015	2016	2014	2015	2016
Accounting and Finance			2			13
Applied Information Technologies	2	2		14	13	
Biological Sciences	1	2		14	17	
Chemistry	2	2	2	49	69	73
Drama	2	2	2	10	18	14
Economics	2	1	2	30	21	37
English	2	2	2	104	149	154
English as an Additional Language / Dialect	2	2	2	31	23	17
Geography	2	2	2	14	10	6
Human Biological Science	2	2		32	70	
Literature	2	2	2	8	30	17
Mathematics	2	2		130	178	
Mathematics Specialist	2	2	2	19	27	22
Media Production and Analysis	2	2	2	16	12	17
Modern History	2	2	2	17	40	29
Music	1	2	1	7	7	8
Physical Education Studies	1	2	2	22	33	29
Physics	2	1	2	36	50	44
Politics and Law	2	2	2	7	14	22
Psychology	2	2	2	37	70	71
Visual Arts	1	2	2	15	15	13

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

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.

ANDREW DAVIS AWARD

Ella Edwards (Art) &
Drew Alexander (Music)
with Mr & Mrs Davis



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.



COURSES SELECTED 2016

- Diploma of Music
- Diploma of Mass Communication
- Diploma of Nursing
- Diploma of Beauty Therapy
- Certificate II in Electrotechnology (Electrotechnology Pre-Apprenticeship)
- Certificate IV in Residential Building Drafting
- Certificate III in Business Administration (Medical)
- Certificate IV in Laboratory Techniques
- Diploma of Engineering - Technical [Mechatronics]
- Certificate IV in Leadership and Management
- Certificate III in Hospitality
- Certificate III in Fitness
- Certificate IV in Programming

AREAS OF TRAINEESHIPS

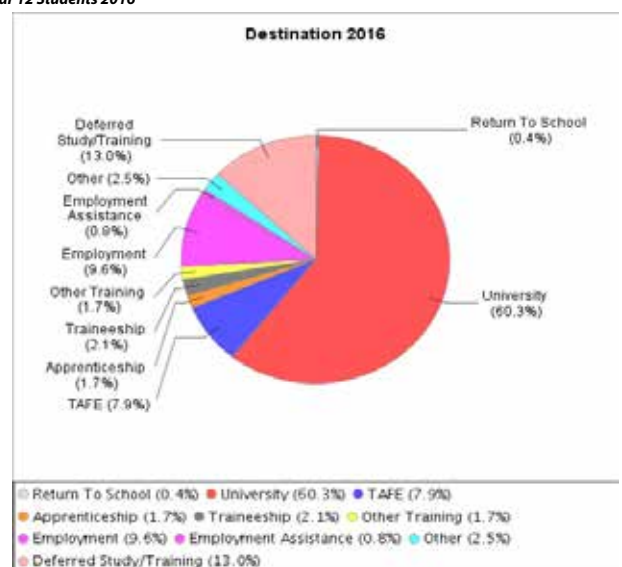
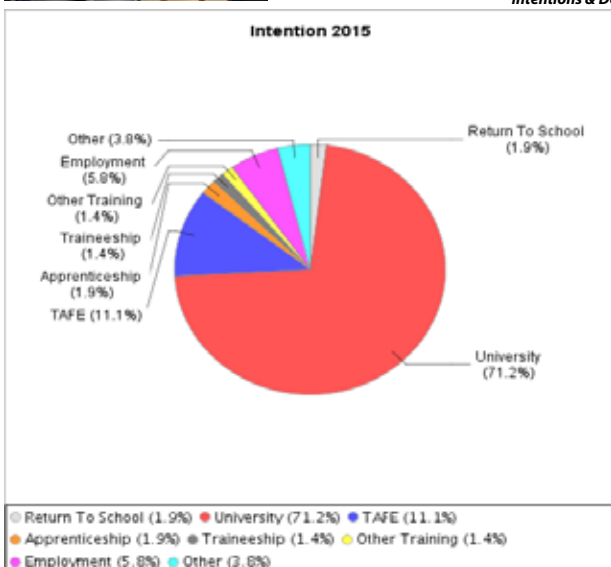
- Government
- Hospitality
- Retail

PRINCIPAL'S ART PRIZE-SAGITTE YOM-TOV AWARD

Kelly Keung with Mr Zvi Yom-Tov



Intentions & Destination Graphs of Year 12 Students 2016





Years 7&9 NAPLAN Results

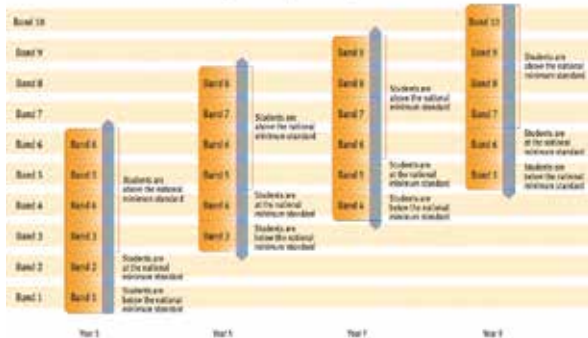


NAPLAN INTRODUCTION

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.

National Assessment Program—Literacy and Numeracy National Assessment Scale



HOW TO INTERPRET NAPLAN

Results for both NAPLAN and NAP sample assessments tests are measured in similar ways. There are two important elements to how these results are reported: the scale and the performance standard that are used.

SCALES

NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all the year levels from Year 3 to Year 9, and are divided into 10 bands. Not all bands are reported for each year level.

STANDARDS

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, band 4 is the minimum standard for Year 5, band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

SCHOOL NAPLAN

The NAPLAN series of tests were administered to students in Year 7 and Year 9. The following two pages show the school's performance. Graphical displays feature the mean score comparison and graphs and tables show the achievement of NAPLAN standards.

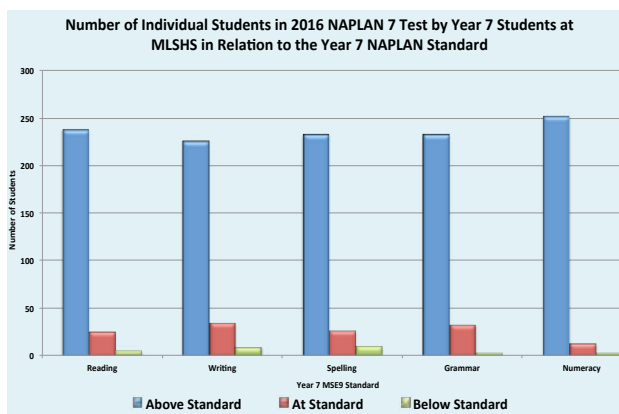
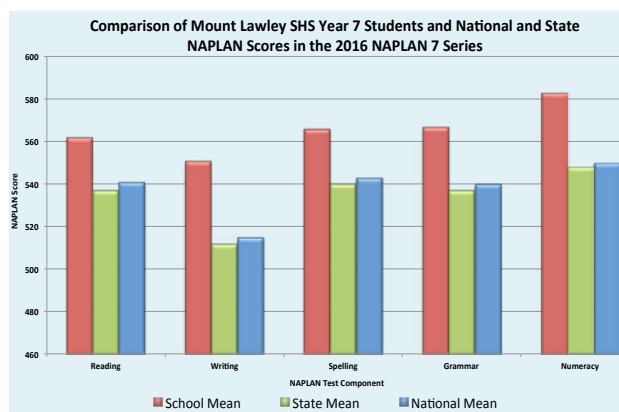
In Year 7 the school's mean score in all five domains exceeded both state and national means. In terms of achievement of standards, the lowest percentage of achievement of the minimum standard was in Writing with the highest, Numeracy. In 2016, all students sitting the Numeracy component achieved at or above the standard. As some students were absent and did not sit the test, the school did not achieve a 100% attainment of the standard.

The performance of the student cohort in NAPLAN was sound. In terms of comparison to similar schools, Mount Lawley SHS saw Achievement and Progress consistent with like schools in Writing, however, Reading and Numeracy were both less than expected when compared to like schools.

With Year 9, in all five tested domains the school's mean score was higher than both state and nation. As with Year 7 the difference was better than 3%, which is the key performance indicator of NAPLAN in the school's business plan.

Achievement of standard was also excellent with three areas gaining 95% or higher. Writing at 92.62% was the lowest area in terms of achievement of standard.

In terms of similar schools, Mount Lawley SHS's Achievement and Progress in Reading and Writing exceeded like schools. In Numeracy, whilst Achievement was lower than like, Progress was similar to like schools. Whilst Year 7 does not consider school performance in terms of similar schools, in Year 9, all five areas saw the school achieve as expected. Reading and Grammar were the best achieving areas comparative to like schools. The school's performance in Year 9 was very good.



Mount Lawley Senior High School Percentage of students in each Proficiency Band

Band	Year 7 Numeracy					
	School		Like Schools		WA Public Schools	
	2015	2016	2015	2016	2015	2016
9 to 10	16.1%	21.64%	19.03%	24.39%	8.0%	10.4%
8	25.42%	29.85%	23.99%	25.63%	13.1%	15.4%
7	30.5%	26.11%	30.14%	29.54%	24.5%	27.4%
6	19.91%	16.41%	19.71%	13.88%	29.5%	24.0%
5	7.62%	4.85%	6.7%	5.42%	21.8%	17.4%
1 to 4	0.42%	1.11%	0.4%	1.11%	3.2%	5.4%



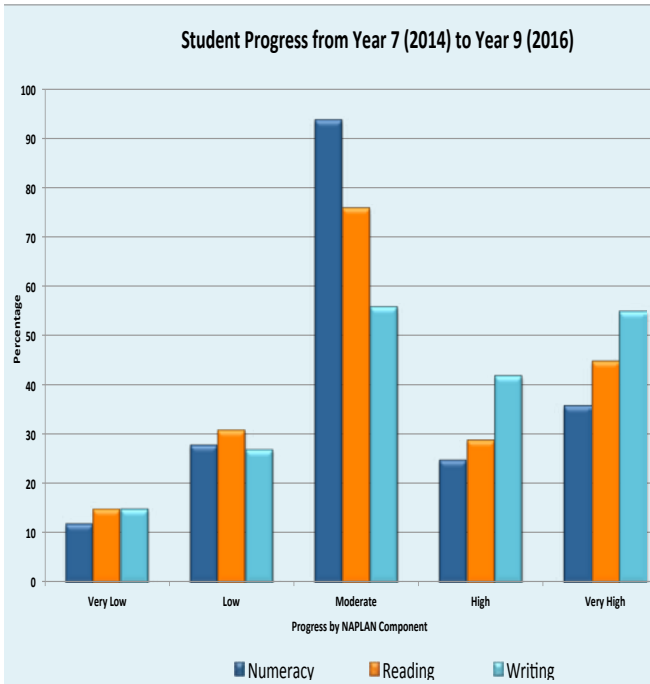
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5	7.62%	4.85%	6.7%	5.42%	21.8%	17.4%
1 to 4	0.42%	1.11%	0.4%	1.11%	3.2%	5.4%





NAPLAN YEARS 7 & 9



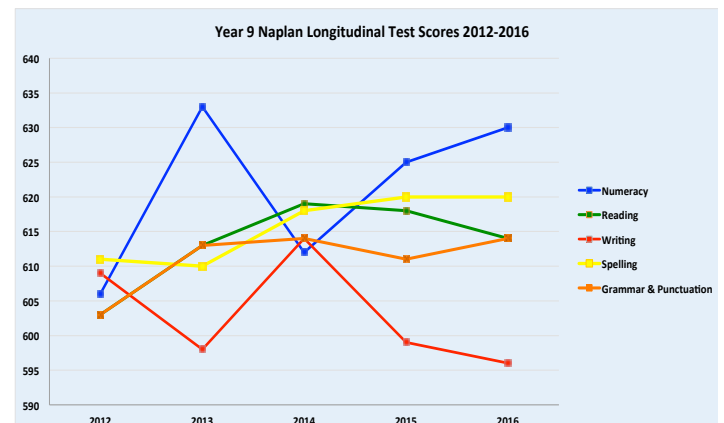
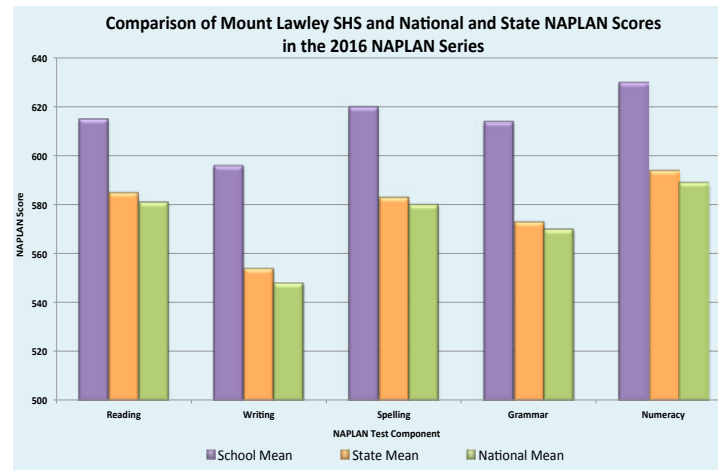
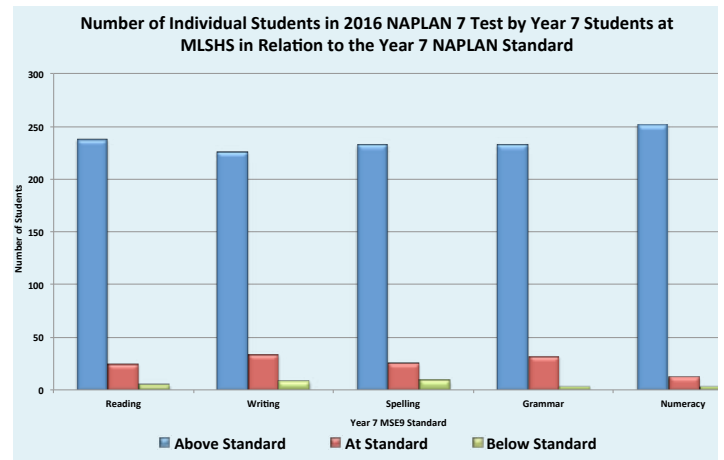
The final graph below shows a comparative between 2015 and 2016. This shows that for each year (2015 and 2016) the data uses that year and the previous one in determining comparative measures. With the improved results, the Overall Relative Achievement shows a "Green" measure. All areas are now "Yellow" with Writing still the best NAPLAN domain. This measure shows Mount Lawley SHS is a solid performer in NAPLAN.

NAPLAN	2015 (2014 - 2015)	2016 (2015 - 2016)
Overall Absolute Achievement	1.5	1.6
Trend	↔	↔
Change	↔	↔
Overall Relative Achievement	0.84	1.76
Year 3		
Year 5		
Year 7		
Year 9	0.43	0.74
Overall Progress	-0.24	0.01
Numeracy	-0.83	-0.15
Reading	0.21	-0.06
Writing	0.81	0.41

NAPLAN Comparative Performance for Year 9

Year 9	Performance						Students					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
Numeracy	0.6	-0.1	0.5	-1.6	-0.1	-0.4	201	261	250	240	234	233
Reading	0.5	0.5	0.0	0.2	0.6	0.1	200	264	248	240	235	232
Writing	0.6	1.1	0.8	0.7	0.0	0.8	202	264	251	241	237	233
Spelling	-0.1	0.5	0.1	0.5	-0.1	0.3	203	264	250	240	237	233
Grammar & Punctuation	0.1	0.3	0.1	0.5	0.3	0.5	203	264	250	240	237	233

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- If blank, then no data available or number of students is less than 6





Years 7-10 Results



ABODA CONCERT BAND FESTIVAL



- Mount Lawley SHS Senior String Orchestra 'Merit' Award
- Mount Lawley SHS Senior Concert Band 'Excellent' Award
- Mount Lawley SHS Choir 'Outstanding' Award
- Mount Lawley SHS Junior Concert Band 'Merit' Award
- Mount Lawley SHS Senior Contemporary Ensemble 'Outstanding' Award

YEAR 7-10 PROGRESS

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.

The table and graph show grading patterns for students in Years 7-10 for 2015. As with previous years, the information from the Department's SAIS system does not match perfectly school records. The number of 'NA' is generally higher than school records, however, except for the Arts, in 2016, this is not as pronounced as several years ago.

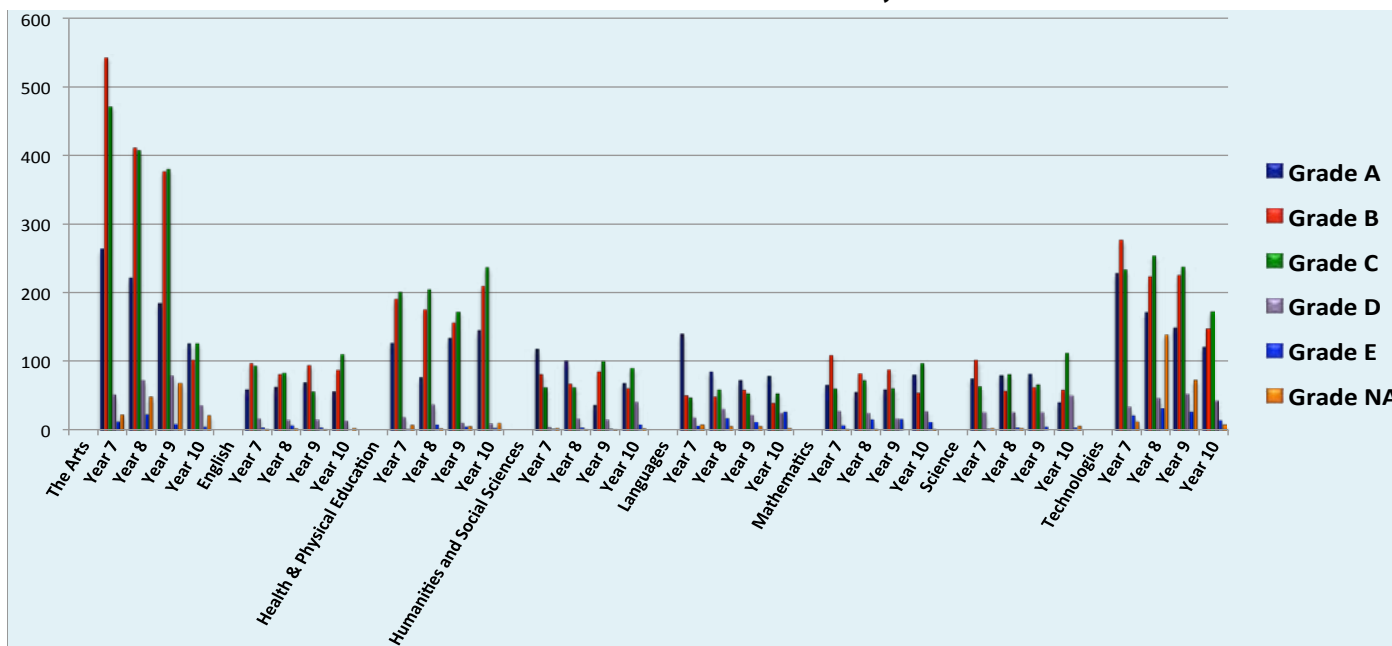
The Arts, Technologies and HPE learning areas have more grades awarded than enrolments but this is due to students completing more than one course. In Mathematics, English, Science and HASS (MESH) and Languages grading approximates enrolment.

In Year 10 Mathematics and Science some students are in pathways where it is not possible to attain an 'A' grade. These students do not normally study university entrance subjects in Year 11.

Grading patterns compared to like schools are reasonable. Therefore, parents can have a degree of confidence with grading decisions. In Year 10, only English exceeded like schools, which is consistent with NAPLAN. All MESH areas tend to compare better against like schools in the Middle School years. It is of course critical that teachers make judgements that are informed by state-wide standards.

Learning Area/Year	Grade					
	A	B	C	D	E	NA
The Arts						
Year 7	263	542	471	51	12	23
Year 8	221	411	407	71	22	49
Year 9	184	377	380	78	9	69
Year 10	126	103	127	36	5	22
English						
Year 7	59	98	94	17	4	2
Year 8	63	82	84	15	7	3
Year 9	70	95	57	16	4	1
Year 10	57	88	111	14	0	4
Health & Physical Education						
Year 7	127	191	201	19	1	8
Year 8	77	176	205	37	8	3
Year 9	134	157	172	11	5	6
Year 10	145	210	237	10	3	11
Humanities and Social Sciences						
Year 7	118	82	63	5	2	4
Year 8	101	68	63	17	4	1
Year 9	37	86	101	16	2	1
Year 10	69	62	91	40	8	3
Languages						
Year 7	140	51	48	18	6	9
Year 8	85	49	60	31	17	6
Year 9	73	59	54	22	11	6
Year 10	79	40	54	25	26	4
Mathematics						
Year 7	66	110	61	28	7	2
Year 8	56	83	73	25	15	2
Year 9	59	89	62	17	16	0
Year 10	81	55	98	27	11	2
Science						
Year 7	75	103	64	26	2	4
Year 8	80	58	82	26	4	4
Year 9	82	63	67	26	5	0
Year 10	41	59	113	50	4	7
Technologies						
Year 7	227	277	234	34	21	13
Year 8	171	224	254	46	31	139
Year 9	149	226	238	52	26	73
Year 10	121	148	173	42	14	9

Grades Awarded to Mount Lawley SHS Students 2016



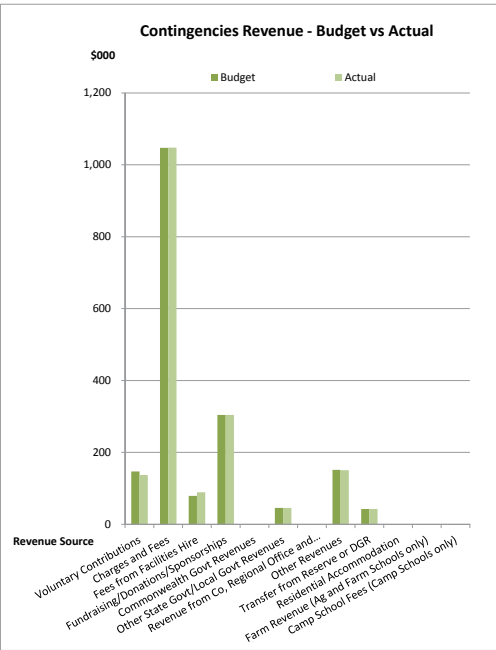
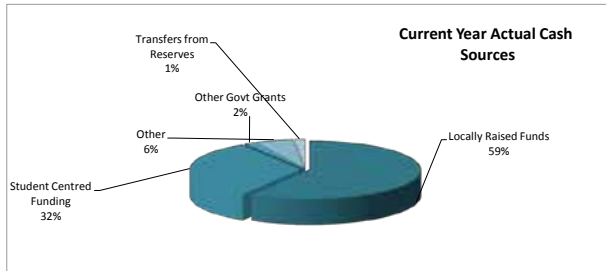


Finance Report

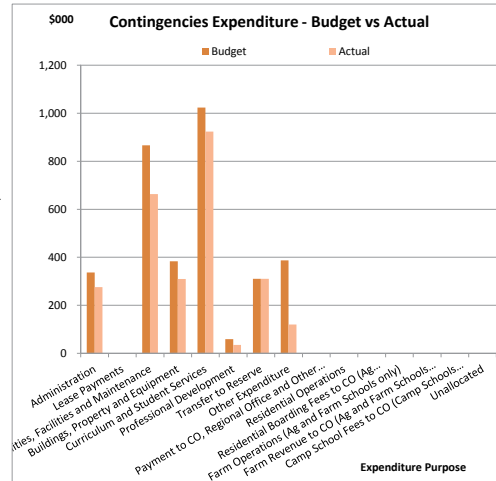
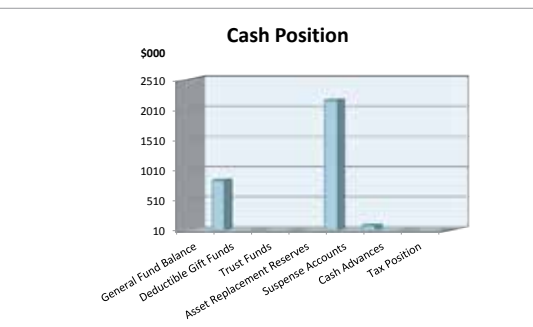


FINANCE REPORT: Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 146,934.00	\$ 136,820.55
2	Charges and Fees	\$ 1,047,305.00	\$ 1,047,971.40
3	Fees from Facilities Hire	\$ 79,392.00	\$ 89,101.10
4	Fundraising/Donations/Sponsorships	\$ 304,386.95	\$ 304,377.57
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 45,778.00	\$ 45,777.50
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 151,309.42	\$ 150,550.31
9	Transfer from Reserve or DGR	\$ 42,635.00	\$ 42,635.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,817,740.37	\$ 1,817,233.43
	Opening Balance	\$ 787,371.00	\$ 787,371.37
	Student Centred Funding	\$ 822,295.00	\$ 870,193.50
	Total Cash Funds Available	\$ 3,427,406.37	\$ 3,474,798.30
	Total Salary Allocation	\$ 14,833,057.00	\$ 14,833,057.00
	Total Funds Available	\$ 18,260,463.37	\$ 18,307,855.30



	Expenditure	Budget	Actual
1	Administration	\$ 336,444.42	\$ 276,157.07
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 866,705.00	\$ 663,450.52
4	Buildings, Property and Equipment	\$ 383,140.00	\$ 309,507.38
5	Curriculum and Student Services	\$ 1,023,913.45	\$ 923,817.17
6	Professional Development	\$ 58,960.00	\$ 34,751.67
7	Transfer to Reserve	\$ 310,626.50	\$ 310,627.00
8	Other Expenditure	\$ 386,907.00	\$ 119,813.77
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 3,366,696.37	\$ 2,638,124.58
	Total Forecast Salary Expenditure	\$ 14,240,385.00	\$ 14,240,385.00
	Total Expenditure	\$ 17,607,081.37	\$ 16,878,509.58



Cash Position as at:	
Bank Balance	\$ 3,054,904.34
Made up of:	\$ -
1 General Fund Balance	\$ 836,673.72
2 Deductible Gift Funds	\$ 2,925.89
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 2,166,202.64
5 Suspense Accounts	\$ 92,002.09
6 Cash Advances	\$ 1,400.00
7 Tax Position	\$ 41,500.00
Total Bank Balance	\$ 3,054,904.34

The school's financial position is strong and some of the concerns that were raised with the new Student Centred Funding process were unfounded. This was helped by strong enrolments as a big school received more funding due to income being generated by student numbers.

Mount Lawley SHS is a large and complex organisation with a notional operating budget approaching \$16million. This comprises the cash component of student centred funds and income from parents and other sources as well as the salary component held by government.

There is good parent support for the school in terms of making payments for Contributions and Charges. For Charges, which are compulsory, 111.53% of parents made payments in Years 11/12 and 93.24% in lower school. The reason for the rate for Years 11/12 exceeding 100% is due to collections from previous years arising from work of collection agencies.

For Voluntary Contributions, the collection rate for 2015 was 68.89%. This represents a decline from 2014. All income generated by Contributions and Charges is allocated to classroom operations.

Where possible if Charges are not paid, students are not enrolled in very high cost options (subjects such as Outdoor Education).

ARTHUR LEGGETT, OAM, ED WRITING PRIZE



Lily McDonald Y9 with Arthur Leggett, OAM, ED & Sponsored by The Lodge of Sincerity

ROTARY 4WAY SPEAKING COMPETITION



Davis Burke with Mr Larry Manno Rotary Club of Mt Lawley

UNSW EDUCATIONAL ASSESSMENT AUSTRALIA

YEAR	H/DIST	DIST	CREDIT	MERT
7	0	7	12	3
8		10	11	5
9	1	1	6	9
10		1	5	8
11			1	4
12				4

YEAR	H/DIST	DIST
8		1
9	1	2
10		2

AS BIG SCIENCE COMPETITION

YEAR	H/DIST	DIST
8	3	7
9	4	6
10	3	1

UNSW EDUCATIONAL ASSESSMENT AUSTRALIA

UNSW ENGLISH ICAS AWARDS GOLD MEDAL AWARD TOP NATIONAL AWARD



Reuben Cheuk Year 9

SCIENCE SCHOLARSHIPS



Charlotte Cooke Y10 and Roger Pang Y7 with Ms Christine Richardson



General



AUSTRALIAN MATHEMATICS COMPETITION

YEAR	H/DIST	DIST	CREDIT
7	1	13	23
8	1	18	30
9	0	4	18
10	0	7	13
11	0	2	2
12	0	1	2

However, due to timetable constraints this is not always possible. Where Charges are not paid, the school reserves the right to refer parents to a collection agent. This is consistent with the Act, Regulations and policy.

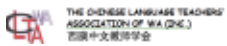
Many parents have also been generous in supporting programs such as the Chaplaincy, Healthy Active and the Technology and Literacy/Numeracy funds. Whilst the school was supported by the state government's Chaplaincy fund in 2016, parent assistance is useful in delivering this service to students. Funds from the literacy program support the bike club program whilst the technology program supports a range of initiatives in classrooms. These funds are not used for administrative purposes.

AUSTRALIAN NATIONAL CHEMISTRY QUIZ

Y8 Distinction 1
Y9 Distinctions 4
Y10 High Distinctions 2

AUSTRALIAN BRAIN BEE CHALLENGE

ROUND 2 Year 10
Thomas Louth, Samuel Rhee,
Juliette Boucher Grenon,
Jason Kim, Donia Lai



STATE CHINESE WRITING COMPETITION



4th Place Thaddeus Chai &
4th Place Eric Tucker

ITALIAN DANTE ALIGHIERI STATE ITALIAN EXAMS AND SPEECH COMP



Maxwell MacFarlane, (H/Dist)
Phobe Cala-Willis, (H/Dist)
Jasmine Hensley (Credit)
Harrison Huxham (H/Dist)

AUSTRALIAN COMPUTATIONAL & LINGUISTIC OLYMPIAD



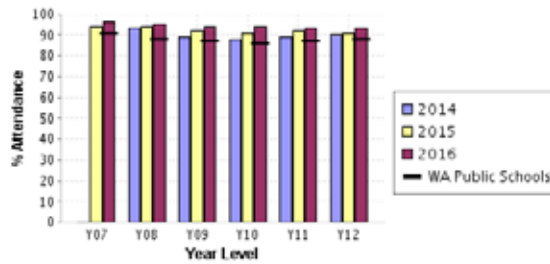
SLIVER CERTIFICATES
presented by Ms Eleni Evangel to
Donia Lai, Shaina Jones, Emily
Mayhew
Absent: Sofia Di Chiera

WALTER HOREB LITERARY AWARDS



Aruwa Ansari (Poetry)
Victor Zhong (Prose)
Jonah Evans-Mita (Prose)

Attendance % - Secondary Year Levels



MIDDLE SCHOOL DUX



Aaron Lee with
Mr Peter Sharrett
Associate Principal

MIDDLE SCHOOL SVAPA AWARD



Hope O'Brien
with Felcity Moldrich
Convenor SVAPA
Parent Support Group

PETER SPARBIER SCHOLARSHIP



Jason Kim
with Mr Ric Marcon

ALMA PORTER AWARD



Teri Bucktin
with Ms Anne Gilchrist

ROTARY CLUB OF MT LAWLEY STUDENT OF THE YEAR



Olivia Trahair with
Mr Larry Manno
Rotary Club of Mount
Lawley

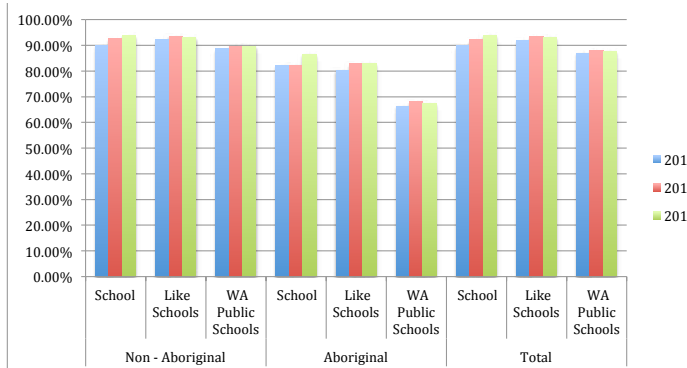
DES BEARD MIDDLE SCHOOL CITIZENSHIP AWARD



Jasmine Hensley
with Mr Arthur
Leggett, OAM, ED

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	90%	92.1%	88.6%	82.1%	80.3%	66.3%	89.8%	92%	86.9%
2015	92.5%	93.5%	89.7%	82.2%	82.8%	68%	92.2%	93.4%	87.9%
2016	94%	93.2%	89.5%	86.6%	83%	67.4%	93.9%	93.1%	87.7%



STUDENT PARTICIPATION TRENDS

In 2016 the percentage attendance of students at Mount Lawley exceeded State percentage for both Aboriginal and non-Aboriginal students. It is the first time the school has achieved this. The average attendance rate for all students was 93.9%. Attendance of students was an identified school priority for 2016 and will continue to be in 2017. 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

Enrolments continue 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 Years 7 to 9 is capped at 256 however classroom availability and timetabling may vary those numbers. In Years 10 and 11 more students are able to enter. The school usually has a large waiting list of students seeking to enter in Year 7. Not all applications in Year 10 can be accepted either due to accommodation pressures. Sibling enrolment is no longer guaranteed.

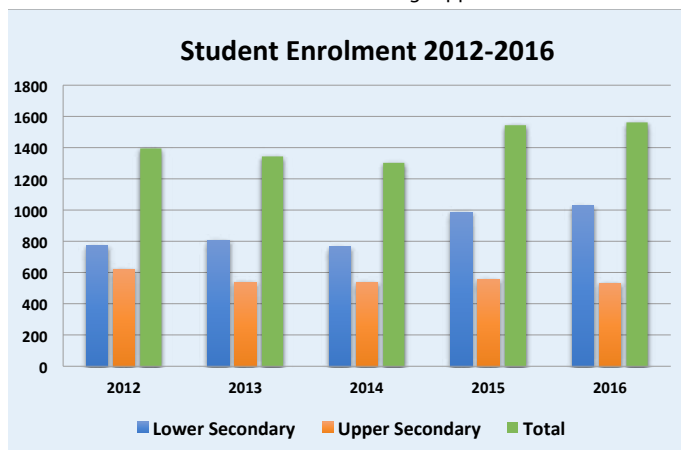
STUDENT RETENTION TRENDS

Lower secondary had 1,041 students enrolled and upper secondary 515 students enrolled. The retention rate for this cohort from Year 8 to Year 10 was 109% and from Year 8 to Year 12, 89%. 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 P & C supported Achievement Club where students receive tutoring support from staff is also available. 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 Department's Follow the Dream Outreach program. In 2015 this was in partnership with the Graham (Polly) Farmer Foundation and was the recipient of the Premier's Excellence Award in Aboriginal Education. 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.





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

Number of Teaching Staff (full-time equivalent)	324
Minimum Days	7
Average Salary	\$550
Total PL Expenditure	\$373,450

STAFF NUMBERS 2016

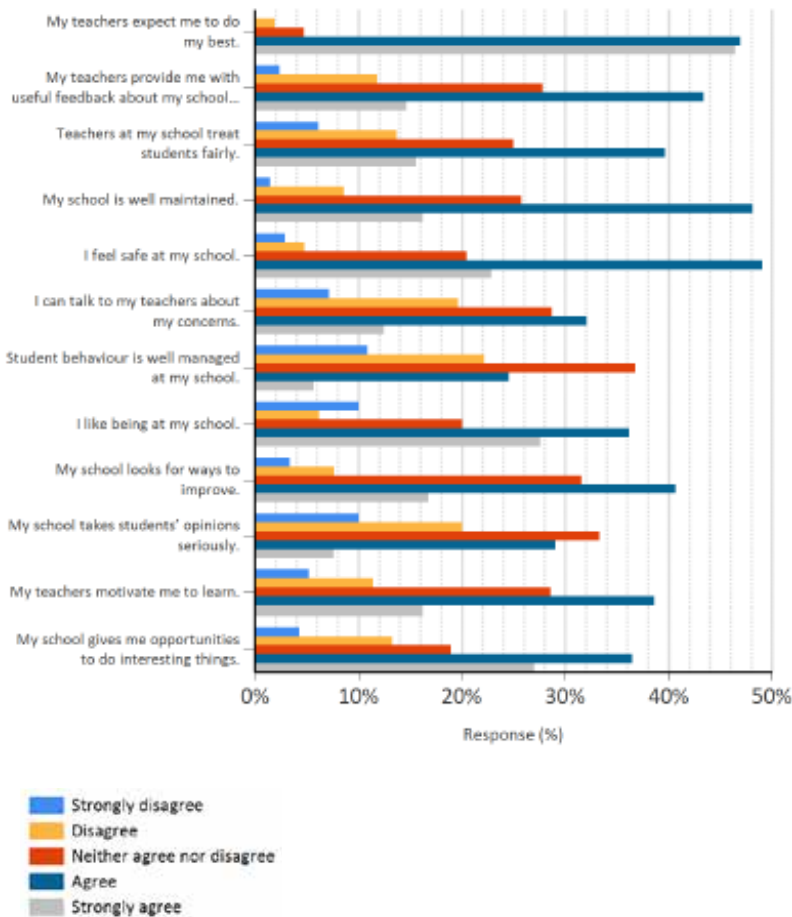
<i>Staff Information</i>	<i>Total Numbers</i>
Administration Staff	19
Teaching Staff	105
School Support Staff	48
TOTAL	172

During 2016 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.

SATISFACTION SURVEY

In 2014 a new national school survey was introduced. The National School Opinion Survey seeks feedback from parents, students and teachers. Responses are on a 5 point scale. Mount Lawley SHS conducts the survey annually. As with 2014, the survey responses showed satisfaction across all three domains. In particular, several areas that were priorities based on the analysis of 2015 results, showed an improved position. The position regarding bullying as seen by parents and especially students, saw improvement as did the student position on feedback. Providing feedback to students was a focus for staff in 2016.

Student National School Opinion Survey 2016



Parents reported that their child likes being at Mount Lawley SHS and that generally parent opinion is given due consideration and that there is satisfaction with their child's progress. Students acknowledged well that their teachers expected them to do their best.

School operations were well regarded by both parents and students. In the parent section, parents felt that the school could take their opinions more seriously even though the response was very positive. Improved communication may be a factor to consider. Overall, it was a very positive survey result which needs to be maintained.



AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)



State & National Chinese Proficiency Competition for Foreign Students, Adelaide, Australia
2nd Prize State & Excellence Prize National
Liam McKenzie



AUSTRALIAN-CHINA FRIENDSHIP SOCIETY CHINESE AWARD

Valiant Asfar Year 7
with Mr Geoff Davis Australian China Friendship Society (ACSF)
following were absent:
Mei Lee Duryea Year 8
Cameron Wagnell Year 9
Eric Tucker Year 10



UNITED NATIONS EVATT TROPHY NATIONAL FINALS CANBERRA



Rachael Tipping Year 11 and Max Tran Year 11



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



Leroy Cox with Ex-Prisoners of War Association Secretary, Captain Ray Gallioff RFD and President Arthur Leggett, OAM, ED



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



Joshua Marshall (Year 10)
Lily Baitup (Year 12)
with Warrant Officer Peter Stephenson
HMAS Stirling

YEAR 10 SVAPA AWARD



Lauren McDonald with
Felicity Moldrich Convenor SVAPA
Parent Support Group



**ECU YEAR 12
SCHOLARSHIP**



Suci Wardana with
Dr Mandie Shean

**SCHOOL BUSINESS PLAN
PRIORITIES**

2016 marked the second year of the 2015 – 2017 School Business Plan. The plan was developed through a consultative process engaging with staff and members of the Board. A new plan will be implemented next year. The four priorities were developed from reflective processes associated with self assessment.

ACADEMIC ACHIEVEMENT

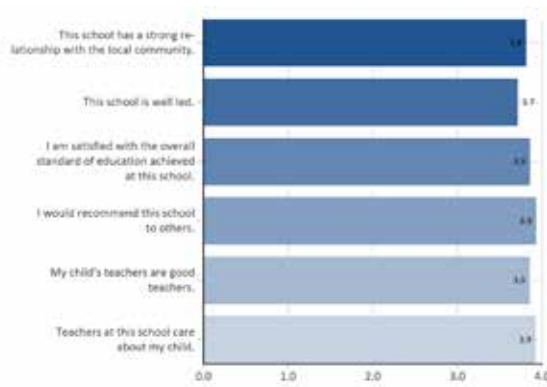
In 2016 the school gained In 2016 the school gained excellent academic results. The median ATAR was better than the State and the Attainment rate (public schools only) was higher than most others. The Mean Scores in both Years 7/9 NAPLAN were at least 3% above the National Mean, which is the SBP target. In NAPLAN the Writing performance is superior to many schools. There is considerable effort by all teachers to follow a whole-school plan and improve the writing ability of students. It is a critical life and educational tool and skill development will remain a feature of the school.

The academic review process has been reinstated and executive oversight is in place. This is the foundation of the school approach to self-improvement. Evidence-based planning is informed by data analysis. The resulting plans are enacted by staff and reviewed for results as part of the school self-assessment work.

Students with special needs, including at-risk, Gifted and Talented, SVAPA and Aboriginal students were all supported by relevant strategies. A range of competitions were undertaken with student entry subsidised in many cases.

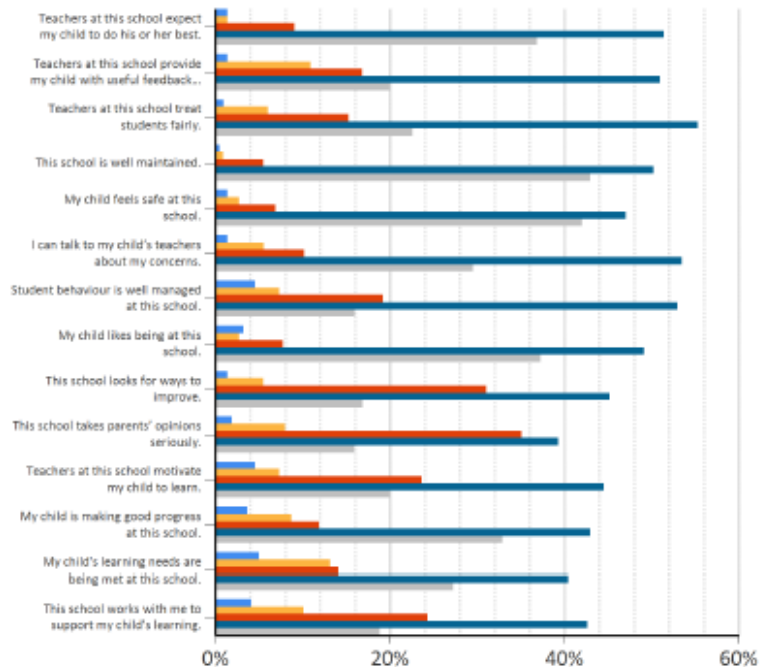
2. Please rate the items below.

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

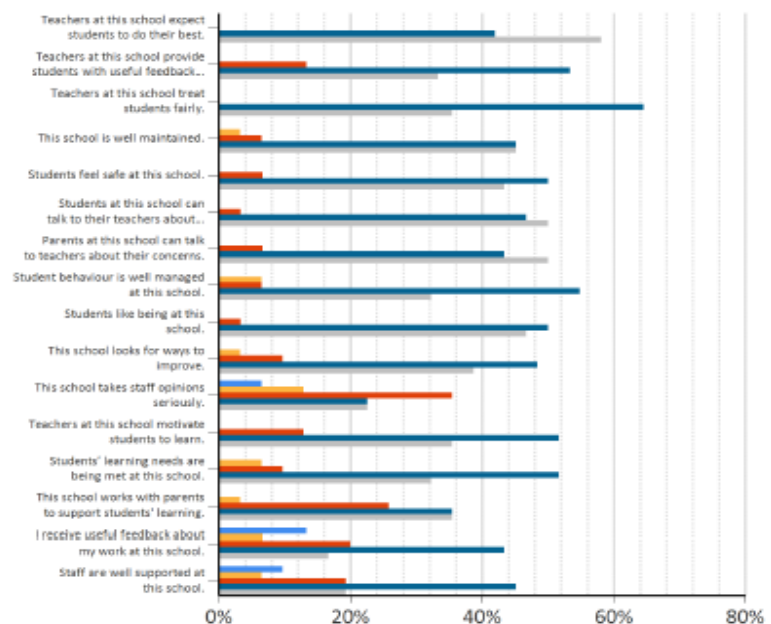


Parent Response

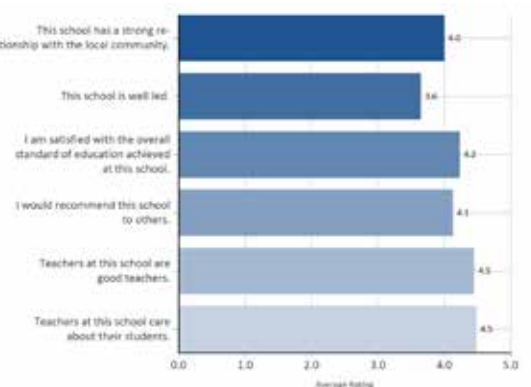
Parent National Schools Opinion Survey Mount Lawley SHS 2016



Staff National School Opinion Survey Mount Lawley SHS 2016



Response (%)



Staff Response



General



In 2016, the school embarked on the Visible Learning program focussed on Teaching and Learning. Hattie's meta-analysis research forms the basis for the development of effective strategies deployed in teaching.

CLASSROOM PRACTICE

One of the strategies in the school's Good to Great mantra is improving teaching and subsequently, learning. A School Pedagogical Framework was finalised and serves as the foundation for teacher performance management. The school has undertaken to work with Corwyn who are Professor Hattie's Australian arm for the delivery of Visible Learning. We are committed to this project and have invested in the teaching and learning component of the school. Peer observation plays an important role in performance management and is linked to the national AITSL standards. Feedback is provided to teachers from their peers as well as their immediate supervisor. For those who participated in the ECU partnered video program, individual teachers can watch video clips and self-assess their teaching practice. The school continues with the Classroom Climate program that is supported by Curtin University. This enables self-assessment of lessons.

A number of learning area based Professional Learning Communities continue to function. These provide the basis of professional conversations that are directed at improving pedagogy within the school. The PLC construct enables teachers to share ideas, teaching strategies and assessment instruments. It promotes collaborative practice and the discussion of teaching ideas that can assist teacher improvement.

The school also has successful programs that promote literacy and numeracy development across the school. Writing continues to be a whole-school priority. The utilisation of technology is a factor that teachers consider in lesson planning and delivery. Differentiating the curriculum is also a focus of teacher skill development.

The school's professional development program is focused on assisting teachers improve skills. As part of the program to enhance classroom practice, a Level 3 Program Coordinator was appointed to promote improved classroom practice. He has the lead on the school's approach to peer observation and classroom climate. A number of teachers have participated in the latter and all, the former. On School Development Days (SDD) staff undertake professional learning across a range of topics including ITC, literacy and differentiated curriculum. Staff with particular expertise present to their peers.

STUDENT ENGAGEMENT AND WELLBEING

In 2016, the school achieved all attendance targets – 90% overall and 90% in each year group. Improving student attendance has been an important goal as students being in class matters. Students with poor attendance are supported, at time where relevant, through the Attendance Panel process. The school has a well-accepted uniform code that enjoys good support from parents. The school's behaviour code for students is likewise supported. The school's approach to dress and behaviour contribute to the positive learning behaviour.

Bullying prevention strategies are applied to ensure the school environment is safe for students. Bullying is not tolerated. A key performance indicator is that the school scores a minimum of 3.5 in that student component of the National School Opinion Survey. In 2016, this was exceeded indicating students believe bullying is managed well within the school.

The school promotes Community Service as a component of active citizenship. The Colours Program, which has a service component, is well supported as are a range of community based programs, such as Cadets WA.

PARTNERSHIP

The school works successfully with a range of groups to offer opportunities for students. This includes employers for work placement for students, universities and community groups such as Rotary. As a school that is now in its 62nd year, it is recognised it has an impressive alumni. Work to engage with former graduates continues and is heightened in 2016 with the employment of an Alumni Co-ordinator. The outstanding Sea Explorers program where former students (Class of '69) mentor current students is an example of what is possible.

Parents play a very active role in the school and add value to key programs through support groups. These support Languages, SVAPA and Music. A further example of parent engagement is the Lawley Art Auction. This is one of the most successful community art auctions in the state and over the past few years has contributed more than \$20,000 annually to the school's art programs. The school has sister school arrangements in China, Timor Leste and Korea. Teachers work with organisations such as the Confucius Institute to improve programs. 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. A vital partnership in the school is that between teachers and parents. It is school mantra that parents should not be surprised at reporting times. Parents are able to use meetings, email and telephone conversations to discuss issues concerning their children.

P & C / SCHOOL BOARD

The school community was well served by its P&C led well by Ms Jo Furness, the President. Her hard working committee provided great support to her and the school. The School Board chaired by Dr Jenny Fay also made a very valuable contribution. 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 2016 adding value to its students. In 2016 Mount Lawley Senior High School operated within the Independent Public School framework and delivered good service to the community.

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



Jack Wheeler Y7 & Soraya Suzaimi Y11 with Mr Michael Sutherland, MLA



EDITH COWAN UNIVERSITY CITIZENSHIP AWARD



Olivia Trahair with Dr Mandie Shean

ROTARY CLUB OF MT LAWLEY MUSIC SCHOLARSHIP



Isabella Nguyen with Mr Ian Murray OAM Mt Lawley Rotary Club & Mr Brian Copping, Former Head of Music.

ROTARY CLUB OF HEIRISSON SCIENCE SCHOLARSHIP



Amy Thai with Mr Allan McLean, Youth Director, Rotary Club of Heirisson

ANNE GRIFFITHS SCHOLARSHIP FOR VOCATIONAL EDUCATION



Tuan Hoang with Ms Anne Griffiths