

# MOUNT LAWLEY SENIOR HIGH SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

## 2012 Annual Report



### WACE GRADUATION



#### 2012 Outcome Graduation Rate

School: 98.33 %  
State: 97.01 %

#### UNIVERSITY ENTRANCE 2012

90.84% of WACE students who applied were offered a public university place with 61.97% gaining their first choice



#### Courses offered:

Asian Studies  
Engineering  
Law  
Science  
Commerce/Business  
Computer Science  
Communications/Journalism  
Nursing/Health  
Arts/Humanities  
Anthropology  
Education  
Geology  
Architecture  
Fine Arts  
Music  
Music  
Psychology  
Design

#### STATE TRAINING PROVIDERS (STP) ENTRANCE 2012

67.44 % of students applying were offered their first preference and 86.04 % a place in a STP (formerly TAFE).

#### Courses offered:

Business  
Cookery  
Drafting  
Counselling  
Nursing  
Plumbing  
Forensic  
Digital Media  
Sport (Development)  
Electrical  
Electronics  
Fitness  
Dentistry  
Legal Studies  
Graphic Design  
Marketing  
Accounting

The 2012 Annual School Report is presented for perusal by parents and community members. The report includes the requirements for school reporting.

#### NATURE OF THE COMMUNITY

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



#### THE SCHOOL

Mount Lawley Senior High School provides a comprehensive educational program for the suburb and surrounding areas, including Inglewood, Mount Hawthorn, North and East Perth, Yokine, Dianella, Maylands and Leederville. It is one of two Gifted Language schools in the State and this, and the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, attract students from a wide range of suburbs to take advantage of the school's sound academic reputation. Nearly 1,500 students were enrolled at the school during 2012.

#### SCHOOL PURPOSE STATEMENT - Dedicated to Learning

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

#### OUTCOMES SOUGHT FOR STUDENTS

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

In terms of learning outcomes, the 13 Overarching Learning Outcomes of the Curriculum Framework form the cornerstone of school operations. These are still relevant even with the move to introduce the Australian Curriculum.

#### PROGRAMS OFFERED

In Years 8-10 students complete a study program centred on the eight learning areas of the Curriculum Framework. All are compulsory. In 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 Certificate IV in Jazz, Contemporary Music and Classical Music was also offered in collaboration with WAAPA at Edith Cowan University. This will cease this year.

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, 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.

#### 2012 OUTCOMES

The outcomes achieved by students in 2012 were satisfactory. The school's Year 12 WACE performance exhibited variable results, however, it was noted for some very strong individual and subject performances.

The Graduation Rate was similar to the previous year and Stage 1 results were solid. The median ATAR declined and this is a concern. The NAPLAN tests and results showed that students achieved above the NAPLAN Standard in all domains. NAPLAN results place the school as one of the best performers in the State. MSE9 performance was also above the expected State results. These factors are explained in later sections.



#### MOUNT LAWLEY SHS

- Established 1955.
- Nearly 1,500 students enrolled
- Over 100 teachers, all registered with TRB.
- 50 support staff.
- Wide range of programs.
- Extensive computer network.
- Experienced and stable staff
- One to One Notebook in Yrs 10-12
- GAT Language Program
- SVAPA Specialist Program
- Jazz Music Specialist Program
- Aboriginal Excellence Program

#### PREMIER'S BEST & BRIGHTEST AWARD



Kingsley Nguyen (ATAR)



Jasmine Stone (VET)



#### SCHOOL CURRICULUM AND STANDARDS AUTHORITY

#### Certificate of Distinction Certificate of Commendation



Kingsley Nguyen (Mathematics)

#### Certificate of Distinction



Alexander Vuduris (Information & Communication)



**ATAR 99+ CLUB**  
Kingsley Nguyen

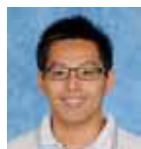


## Year 12 Highlights



### YEAR 12 SCHOOL AWARDS FOR 2012

**DUX AWARD**  
Kingsley Nguyen



**RUNNER-UP DUX**  
Katherine Tran



**GENERAL STUDIES DUX**  
Shannon Heath



**VOCATIONAL EDUCATION & TRAINING DUX**  
Jasmin Stone



**CHRISTINE RICHARDSON CITIZENSHIP AWARD**  
Kirsten Chick



**CALTEX ALL ROUNDER AWARD**  
Jade Dolman



**SPORTSMAN OF THE YEAR**  
Terrell McKenzie



**SPORTSWOMAN OF THE YEAR**  
Santi Wardana



**BHP BILLITON SCHOLARSHIP**  
Kirsten Chick and Kingsley Nguyen



**RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR**  
Glenys Opum



**ADF LONG TAN LEADERSHIP & TEAMWORK AWARD**  
Tina Tran



**COMMUNITY SERVICE & PARTICIPATION AWARD**  
Kirsten Chick



**ARTS AWARD**  
Tayla Howard



### 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, 29 students gained an ATAR of 90 or higher with 34% of students with one of 80 or higher. (This is the lowest ATAR that will lead to entry in any WA public university.) Kingsley Nguyen gained a 99 plus ATAR, a significant achievement. He also won a Certificate of Distinction. The school also won its first VET Certificate of Distinction when Alexander Vuduris gained an outstanding result in the Information and Communications domain.

Of the 2012 Year 12 cohort, 6 students gained Certificates of Commendation (10 'A' Grades or better over Year 11 and 12). Nine WACE subjects scored above the State average and one was a Top 10 subject. Eleven subjects were better than those results for similar schools.

Perhaps the most outstanding statistic is post-school acceptance. For university bound students, 90.84% of eligible students were offered a place and 61.97% students their first choice. Of the students studying in a VET pathway, 58.94% gained a Certificate II course or higher. Of the students seeking to enter a STP (formerly TAFE), 93.10% of applicants were offered a place, 72.41% their first preference. (Some students did not commence their STP course as they were offered, and accepted, a university place or employment.) Mount Lawley SHS successfully transitions its graduates to a post-school pathway of choice.

Factor	School Outcome	State Outcome	State Ranking
Graduation Rate	98.33	97.01	112
% of Students Gaining Scaled Score of at least 75% in a WACE Course	35.71	Not Reported	Not Reported
% Students in Stage 2 Course with Score of at least 65%	40.00	31.7	Equal 40
% Students in Stage 3 Course with Score of at least 65%	22.44	36.10	98
% Students in Stage 2 Course with Score of at least 75%	5.00	7.81	79
% Students in Stage 3 Course with Score of at least 75%	5.26	12.05	90
% of WACE students in the top third of the State	26.00	Not Reported	Not Reported
% Offered First Preference in a Tertiary Institution	61.97	67.77	Not Reported
% Offered Place in a Tertiary Institution	90.84	91.27	Not Reported
Median ATAR for WACE Students	73.40	78.85	82
% of Students Gaining an 'A' grade in a Stage 1 Course	25.00	Not Reported	Not Reported
% Students Completing at least 220 Nominal Hours of VET Study	31.80	29.68	81
% Students Participating in VET	35.98	39.03	107
% of Students Achieving AQF Cert II or higher	54.65	24.97	95
% of Students Completing at least one UoC	35.98	39.07	107
% Offered First Preference in a TAFE	67.44	Not Reported	Not Reported
% Offered Place in a TAFE	86.04	Not Reported	Not Reported
% Attainment Rate (55 ATAR or Cert 2)	76.00	65.50	Not Reported

Summary of Key Year 12 Performance Indicators.

<b>ATAR Median Relative Performance</b>	-0.6
<b>ATAR Change</b>	↓
<b>ATAR % 55+</b>	98%
<b>Attainment (55+ or Cert II Completion)</b>	76%

Year 12 School Performance in WACE Adjusted by SEI.

For 2012, the resulting outcome of -0.6 of a Standard Deviation below the mean is a concern. A significant factor in this performance measure, along with several others, is the fact that of the school's 159 students who studied 4 or more ATAR scoring subjects, 21 achieved an ATAR below 55. A number of this group were advised to seek a Certificate pathway, however, some chose to continue. An ATAR below 55 does not lead to university entrance and these students had few study options post-school. Parents need to consider carefully, advice from staff concerning pathways and subject changes. (The figure of 98% for ATAR attainment is based on university applicants (140) and not all ATAR students(159)).

A relatively new measure is the Attainment Rate. This is the percentage of students gaining an ATAR of at least 55 or a Certificate II qualification. In terms of the State, this was 65.50%, however, Mount Lawley SHS attained 76.00%. This is a significant result as it indicates the articulation post-school to a preferred study or employment pathway. The school's result was highly satisfactory. This result secured Mount Lawley SHS a position as a Top Public School for 2012.

### SUBJECT AWARDS 2012

ENGLISH 1C/D Aaden Griffiths	MODERN HISTORY 3A/B Nicholas Hawgood
ENGLISH 2C/D Trishadi Watareka	POLITICS & LAW 3A/B Somayya Ismailjee
ENGLISH 3A/B Katherine Tran	PSYCHOLOGY 3A/B Santi Wardana
ENGLISH AL/D 3A/B Khang (Kingsley) Nguyen	ACCOUNTING & FINANCE 3A/B Mei Ing Woon
LITERATURE 3A/B Rachel King	APPLIED INFORMATION TECHNOLOGY 3 A/B Matthew Gedling
PHILOSOPHY & ETHICS 3A/B Rachel King	BUSINESS MANAGEMENT & ENTERPRISE 3A/B Mei Ing Woon
CHINESE BACKGROUND SPEAKERS 3A/B Hui-Min (Amy) Chuang	CERTIFICATE II BUSINESS Shannon Heath
CHINESE SECOND LANGUAGE 3A/B Fiona Kim	CERTIFICATE II INFORMATION TECHNOLOGY Frederick Muhlolland
FRENCH 3A/B Vi Tran	COMPUTER SCIENCE 3A/B Andrew Payne-Rhodes
INDONESIAN SECOND LANGUAGE 3A/B Callum Pollard	CERTIFICATE I ENGINEERING Hien Ngo
ITALIAN 3A/B Georgie Cooke	CERTIFICATE I FURNISHING Jonathan Le
MATHS 1D/E Shannon Heath	CERTIFICATE I TECHNICAL GRAPHICS Dean Jones
MATHS 2C/D Leslie Chau	CERTIFICATE II VISUAL ART PHOTOGRAPHY Jessica Brandenburg-Ross
MATHS 3A/B Katherine Tran	DESIGN : PHOTOGRAPHY 3A/B Jade Dolman
MATHS 3C/D Khang (Kingsley) Nguyen	DESIGN : TECHNICAL GRAPHICS 1C/D Tanika Martineez
MATHS SPECIALIST 3C/D Khang (Kingsley) Nguyen	ENGINEERING STUDIES 3A/B Jun Ho (Jason) Jung
OUTDOOR EDUCATION 1C/D Paige Maroni	PHYSICAL EDUCATION STUDIES 1C/D Santi Wardana
PHYSICAL EDUCATION STUDIES 1C/D Santi Wardana	CHILDREN, FAMILY & COMMUNITY CARING FOR OTHERS 1C/D Shannon Heath
BIOLOGICAL SCIENCES 3A/B Madeline Cannell-Lunn	CHILDREN, FAMILY & COMMUNITY LIVING INDEPENDENTLY 1C/D Shannon Heath
CHEMISTRY 3A/B Khang (Kingsley) Nguyen	FOOD SCIENCE AND TECHNOLOGY (HOSPITALITY) 1C/D Sofiya Karwa
HUMAN BIOLOGICAL SCIENCE 3A/B Katherine Tran	DRAMA 3A/B Sylvia Comes
PHYSICS 3A/B Khang (Kingsley) Nguyen	MEDIA PRODUCTION & ANALYSIS 1C/D Madison Oma
INTEGRATED SCIENCE 1C/D Jiakang Lu	MEDIA PRODUCTION & ANALYSIS 3A/B Nicholas Hawgood
ANCIENT HISTORY 3A/B Rachel King	MUSIC WESTERN ART MUSICS 3A/B Jackson Vickery
ECONOMICS 3A/B Katherine Tran	MUSIC JAZZ 3A/B Alexander Hart
GEOGRAPHY 3A/B Madeline Esvelt	VISUAL ART 3A/B Jiayng (Jazz) Ng
MODERN HISTORY 1A/B Isaac Leeder	





## Year 12 Highlights



### SCHOOL CURRICULUM AND STANDARDS AUTHORITY

#### CERTIFICATE OF EXCELLENCE

Gurashish Singh Bhatia  
Jason Jung  
Kingsley Nguyen  
Megan Sawyer  
Katherine Tran  
Danica Vo

#### TOP 10 WACE SUBJECTS

Computer Science

#### WACE SUBJECTS ABOVE THE STATE AVERAGE

German  
Computer Science  
Mathematics 2CD  
Indonesian  
Accounting & Finance  
Modern History  
Media  
Literature  
Music

#### WACE SUBJECTS ABOVE LIKE SCHOOL AVERAGE

German  
Computer Science  
Modern History  
Mathematics 2C/D  
Design  
Literature  
Italian  
Accounting and Finance  
Politics and Law  
Music  
Media

#### HONOURS SOCIETY



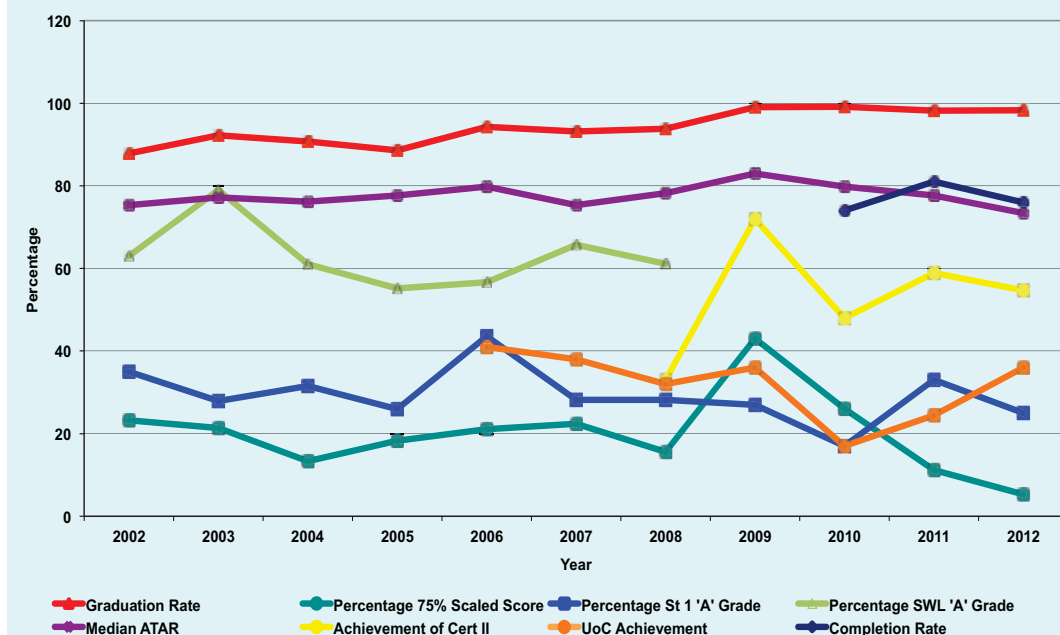
13 students were inducted into the Honours Society in 2012. This is the highest accolade, short of a subject award, that a student can win at the school.

#### 90s CLUB



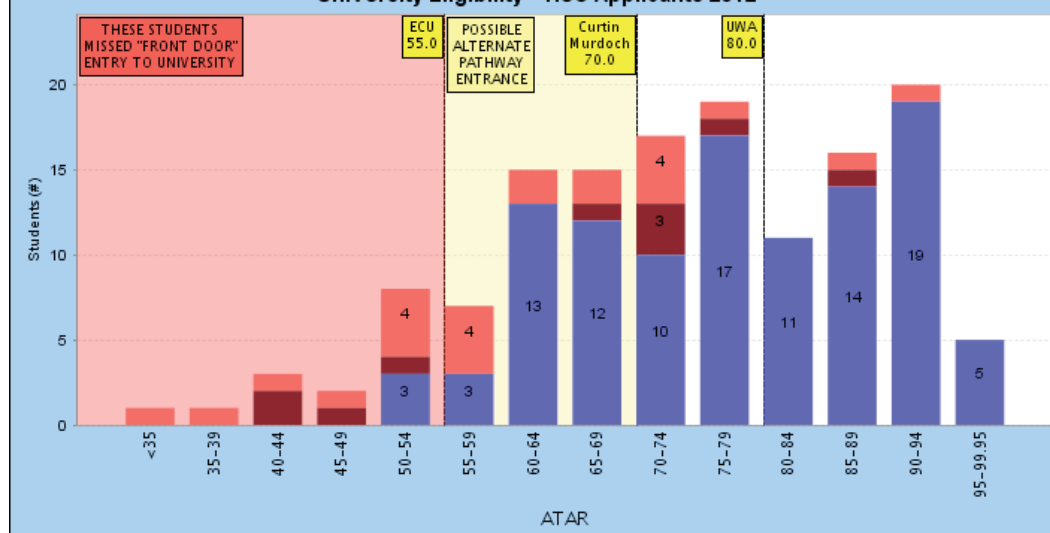
This is a society of Mount Lawley SHS students gaining an ATAR of at least 90. 29 members were inducted in 2013.

Key Year 12 Performance Indicators for Mount Lawley SHS 2002-2012



The graph shows a series of performance measures over time. The Graduation or WACE achievement rate is now stable and above the State level. The percentage of course 75% plus scores declined (this is the measure in the "League Table") however, the percentage of students gaining 75%, which was the measure up to 2009, was 26%, which was similar to that recorded in 2011 (27%). Whilst there was a decline in 'A' grades in Stage 1 courses and in Certificate II completion, achievement of competences in the training domain improved. The Attainment Rate remained strong.

MOUNT LAWLEY SENIOR HIGH SCHOOL  
University Eligibility - TISC Applicants 2012



The above diagram shows the ATAR bands achieved by Year 12 students in 2012. 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.

The number of students not gaining a scaled score of 50% remains fewer than past years and likely reflects 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. This suggests that they were in an incorrect pathway for their ability level. Several of these students did not achieve the 'C' grade requirement for Graduation. Parents need to be mindful of advice from staff about students' subject selections.



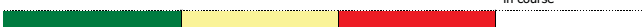
## Year 12 Highlights



Course	Performance			Students		
	2010	2011	2012	2010	2011	2012
Accounting and Finance	2	2		9	6	
Applied Information Technologies	2		2	7		14
Biological Sciences	2	2	3	10	7	15
Chemistry	2	2	2	62	61	53
Drama	2	2	2	20	25	13
Economics	2	2	2	25	21	29
English	2	2	2	136	131	129
Geography	2	2	3	20	8	11
Human Biological Science	2	2	2	63	47	57
Literature	2	2	2	22	19	13
Mathematics	2	2	2	166	141	135
Mathematics Specialist	2	2	2	21	30	13
Media Production and Analysis	2	2	2	23	20	14
Modern History	2	3	2	47	37	27
Physics	2	2	3	50	53	43
Politics and Law			2			11
Psychology			2			34
Visual Arts	2	2	2	22	15	12

### Legend

Performance better than expected (like schools)	Performance as expected (like schools)	Performance below than expected (like schools)	No data available or less than 10 students in course
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### YEAR 12 RESULTS

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

In 2012, three subjects, Biology, Geography and Physics achieved an average of more than one standard deviation below the mean of similar schools. An improvement plan is in place. In 2011, History was similarly placed and the resulting improvement plan saw the subject achieve above State and like school means.

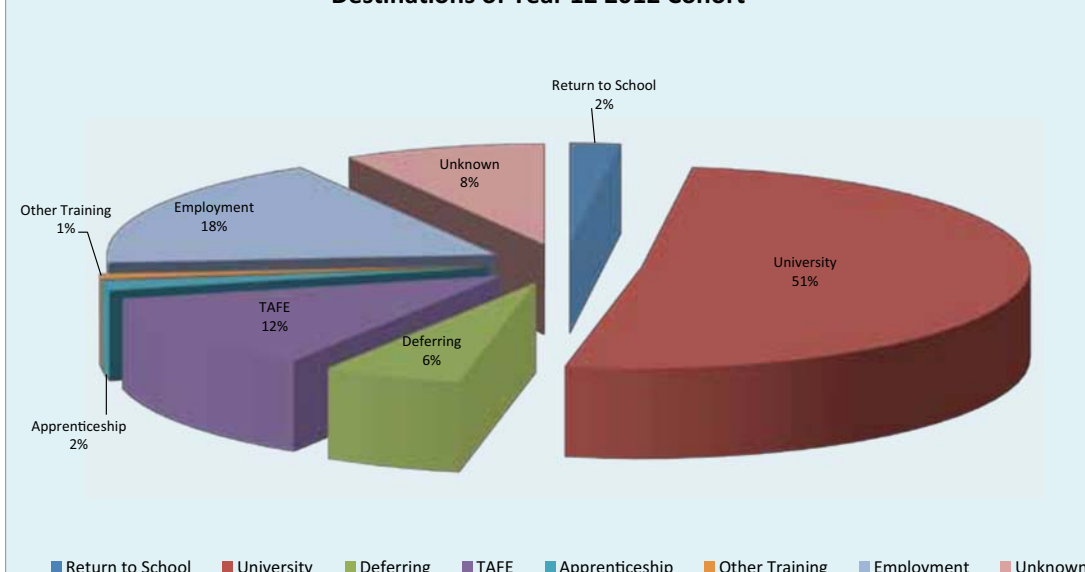
### ANDREW DAVIS AWARD

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 last year. The recipients were Brittany Faranda (Music) and Hannah Dwyer (Art).

### DESTINATION OF YEAR 12 STUDENTS

The graph below shows the destinations of the 2012 cohort of Year 12 students. This information was obtained through personal contact by telephone and data analysis from TISC and State Training information. It shows that the former students entered a wide range of post-school options. Most entered a destination of choice with many continuing with some form of education or training.

Destinations of Year 12 2012 Cohort



### INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA STUDENT AWARD



Mei Ing Woon  
with Mr Milton Butcher



### ENGINEERS AUSTRALIA CERTIFICATES OF EXCELLENCE FOR SCIENCE AND MATHEMATICS

Achievement at least 75% in all of 4 subjects :  
Chemistry, Physics, & two specialist Mathematics  
Kingsley Nguyen  
Gurashish-Singh Bhatia  
Jason (Jun Ho) Jung

### WALTER HOREB LITERARY AWARDS



Madeleine Esvelt (Poetry)  
Afrooz Zanjani (Prose)  
with Mr Walter Horeb



### LAW SOCIETY POLITICS & LAW CERTIFICATE OF EXCELLENCE



Somayya Ismailjee  
with Mr Milton Butcher

### ANDREW DAVIS AWARD



Brittany Faranda (Music) &  
Hannah Dwyer (Art)



## Years 9 NAPLAN / MSE Results



### YEAR 9 STUDENT PERFORMANCE

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

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

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

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

The NAPLAN results for the 2012 cohort can be mapped to when the cohort was in Year 7 (2010) and student progress can be determined. This determines the difference or "value add" that has been made from Year 7.

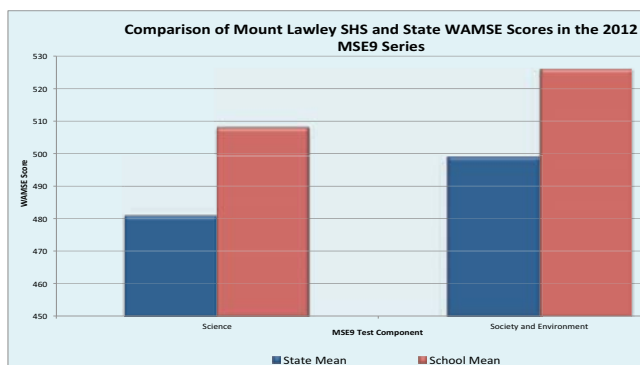
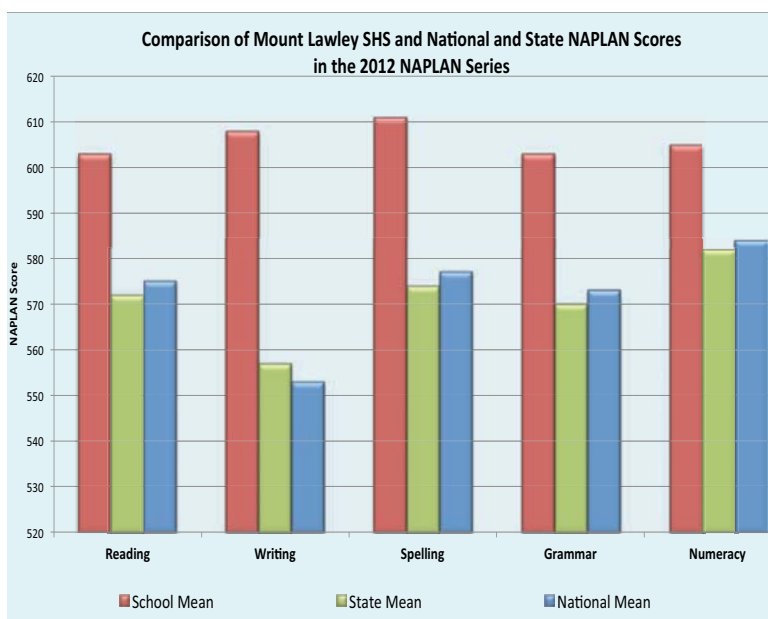
The graphs associated with progress from Year 7 to Year 9 illustrate the "value add". It can be seen in the two areas mapped, Mount Lawley SHS exceeded the progress that could be expected in Reading and is about comparable in Numeracy.

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 like schools, Mount Lawley SHS gained a 'Green' box - far better than expected performance.

The Naplan and MSE 9 graphs on this page show the scores for NAPLAN and MSE9. In all tests Mount Lawley SHS students achieved a higher mean score than the State and National means. The third graph, opposite, shows the scores over the past 5 years. Apart from a dip in MSE 9 in 2011, the school's scores are consistent.

Component	At/Above National Standard			At/Above Year 9 MSE Standard		
	2010	2011	2012	2010	2011	2012
Numeracy	94.9%	95.1%	95.2%			
Grammar	96.9%	91.3%	96.05%			
Spelling	94.1%	92.3%	94.25%			
Writing	94.9%	91.3%	92.6%			
Reading	96%	93.3%	94.9%			
Science				76.2%	53.1%	65.1%
Society and Environment				79.5%	60.7%	69.1%

Comparison of Mount Lawley SHS & NAPLAN and MSE9 performance in 2012.  
This table shows to percentage of students reaching or bettering the test standard.



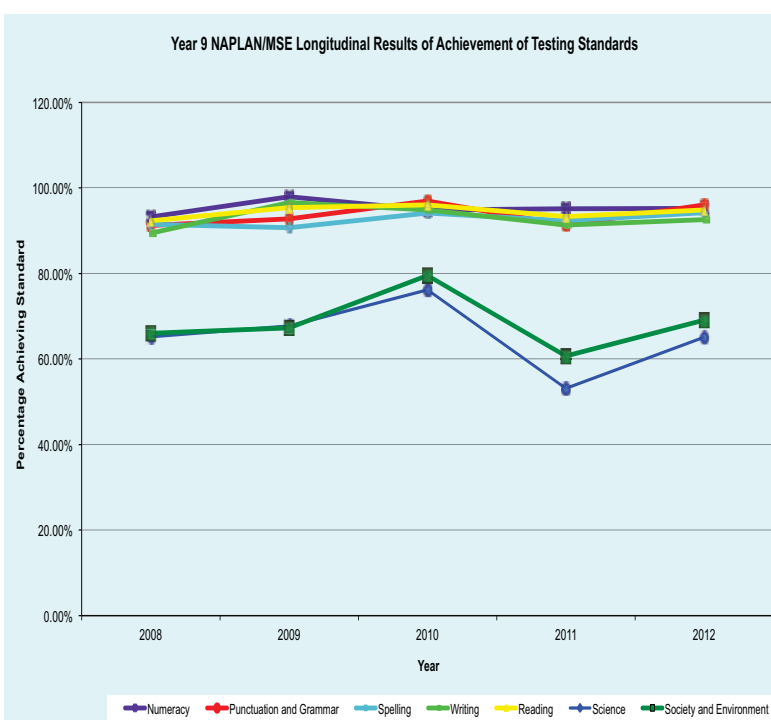
### NAPLAN

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

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

### ABCDE

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



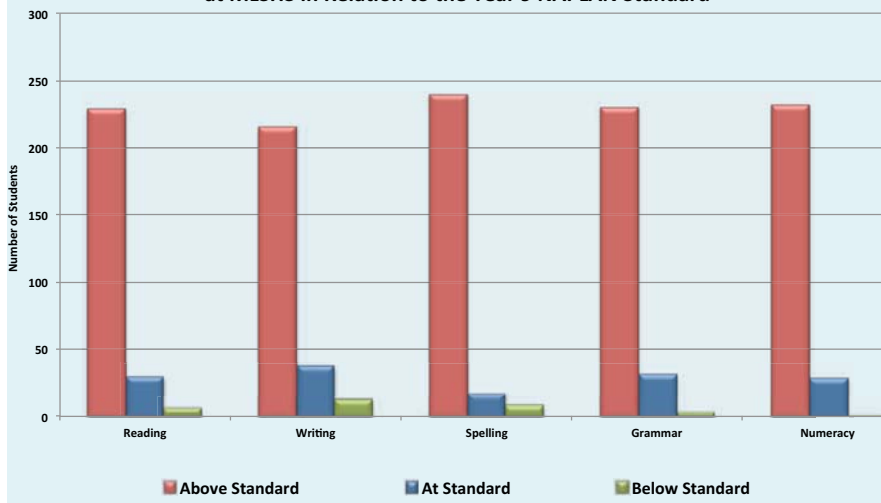




## Years 9 NAPLAN Results



**Number of Individual Students in 2012 NAPLAN Test by 2012 Year 9 Students at MLSHS in Relation to the Year 9 NAPLAN Standard**



### YEAR 9 STUDENT PERFORMANCE CONT.

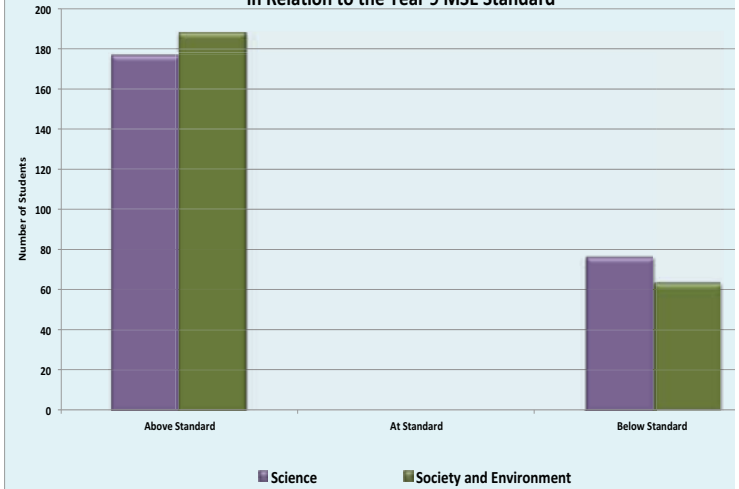
The first two graphs on this page show the number of students meeting or exceeding NAPLAN and MSE 9 standards. In MSE9 students were either above or below standard. The performance in both was strong.

The next set of graphs below show achievement in the NAPLAN test in 2012 and progress from Year 7 to Year 9. The black dashed line indicates State expectations. In Reading the school performance eclipsed expectations, however, Numeracy was roughly comparable. Whilst the achievement in Writing was very good, progress is not able to be measured as in Year 7 the students completed the test in a different genre.

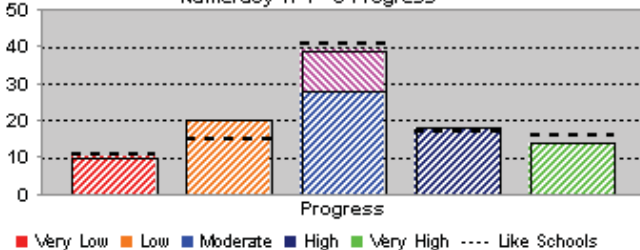
The NAPLAN table shows that the school's result is better than expected with a 'green box' for overall relative achievement. This considers performance against similar schools and confirms the school's strong results.

NAPLAN	2011	2012
Overall Absolute Achievement	1.4	1.4
- Trend		↑
- Change		↔
Overall Relative Achievement	1.26	1.10
- Year 9	0.53	0.71
Overall Progress	0.51	0.11
- Numeracy	0.40	-0.51
- Reading	0.15	0.10
- Writing		1.04

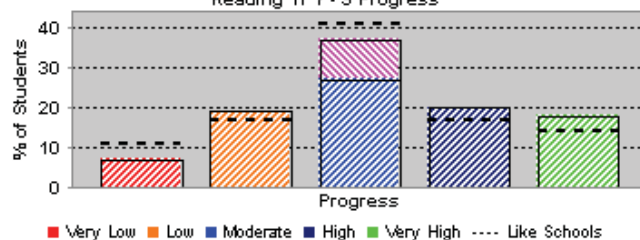
**Number of Individual Students in 2012 MSE9 Test at MLSHS in Relation to the Year 9 MSE Standard**



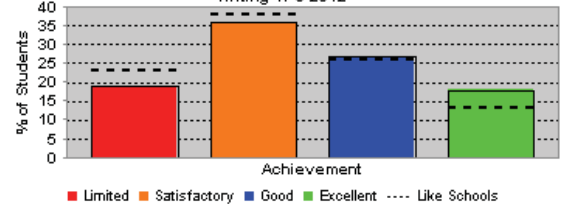
**Numeracy Yr 7 - 9 Progress**



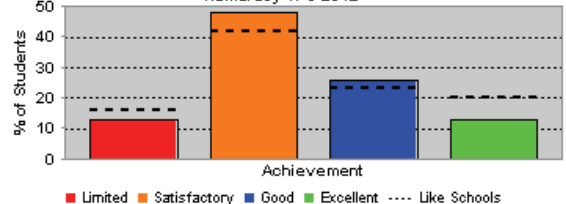
**Reading Yr 7 - 9 Progress**



**Writing Yr 9 2012**



**Numeracy Yr 9 2012**



**Reading Yr 9 2012**





## Years 8-10 Results



### ABODA CONCERT BAND FESTIVAL

Mount Lawley SHS  
String Orchestra  
MERIT



Mount Lawley SHS  
Junior Concert Band  
EXCELLENT



### WA SCHOOL JAZZ FESTIVAL

Big Band 1  
Excellent



Individual prizes:  
Improvisation Award  
*Alex Hart*  
Rhythm Section Award  
*Will Clarke-Tuck*

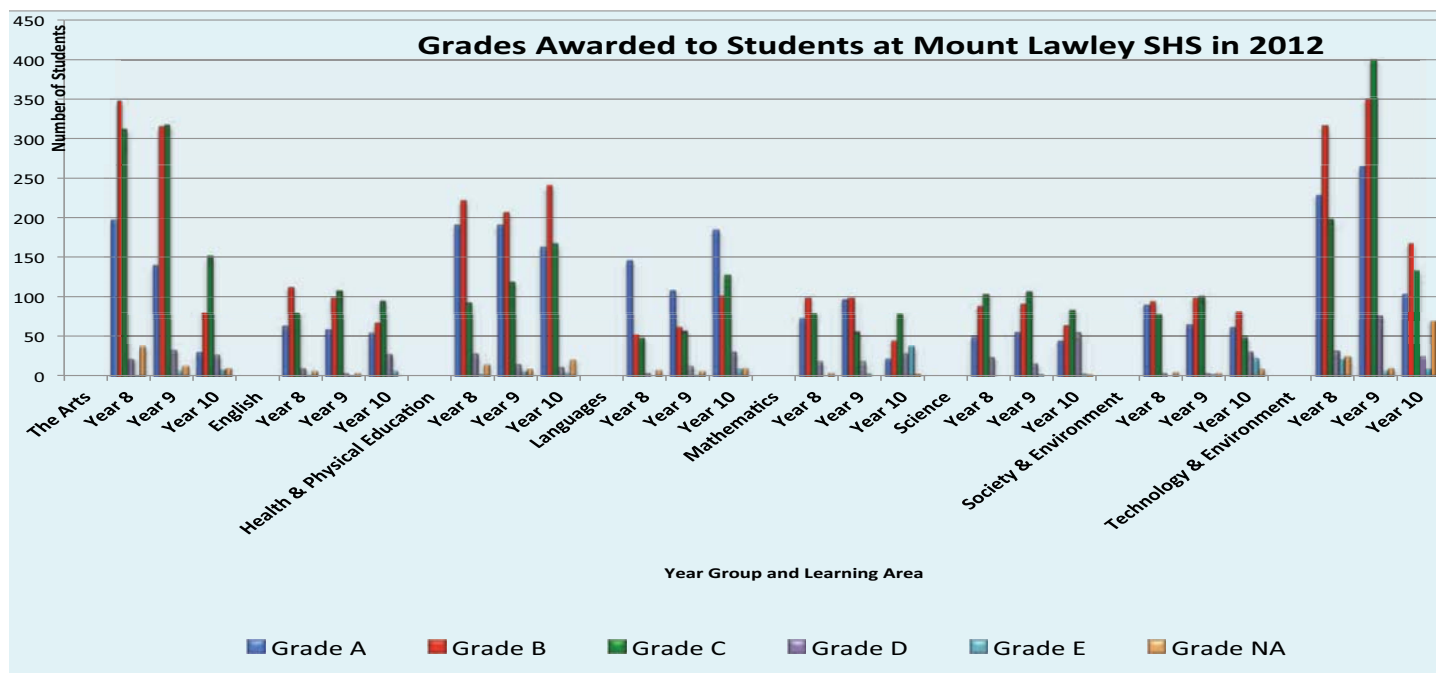
### YEAR 8-10 PROGRESS

The table and associated graph show the grading pattern for students in Years 8-12 for 2012. It is noted that the grading data, taken from the Department of Education's database, shows some results that are different from school expectations. For instance, the number of students receiving a NA, or No Award, where no grade was earned, is more than decided by teachers. Additionally, the grading pattern in Languages shows more grades awarded than students enrolled. The reason for this is unknown. However, 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 as expected. The number of grades in English, Mathematics, Science and Society and Environment approximated 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 2012 pattern was a further improvement on previous years and is becoming more reliable. It is also noted that the improved Year 10 grading position is consistent with the school's good results in NAPLAN and MSE 9.

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

Learning Area/Year	Grade					
	A	B	C	D	E	NA
<b>The Arts</b>						
Year 8	197	347	313	21	1	37
Year 9	141	316	318	32	6	13
Year 10	30	81	153	26	8	10
<b>English</b>						
Year 8	64	114	81	10	1	6
Year 9	59	101	110	4	1	4
Year 10	55	67	97	27	6	0
<b>Health and Physical Education</b>						
Year 8	191	221	95	28	2	15
Year 9	191	207	121	15	5	9
Year 10	164	240	168	11	4	20
<b>Languages</b>						
Year 8	147	53	50	4	0	8
Year 9	110	62	58	13	1	6
Year 10	185	103	129	30	9	10
<b>Mathematics</b>						
Year 8	73	101	80	18	0	4
Year 9	99	101	57	18	3	0
Year 10	22	46	79	28	36	3
<b>Science</b>						
Year 8	51	90	106	23	0	0
Year 9	56	93	109	16	2	0
Year 10	46	64	86	55	3	2
<b>Society and Environment</b>						
Year 8	92	96	78	4	0	5
Year 9	65	101	103	4	2	4
Year 10	62	83	51	30	21	9
<b>Technology and Enterprise</b>						
Year 8	227	317	199	31	20	24
Year 9	264	350	400	76	6	10
Year 10	106	168	135	24	9	69





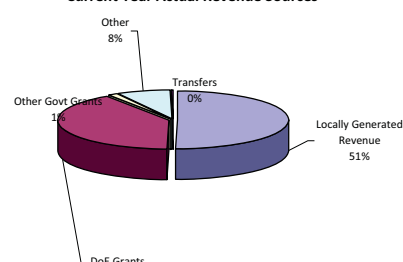
## Finance Report



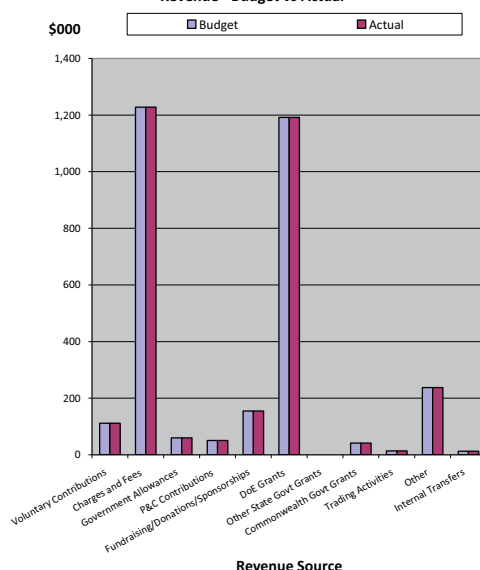
### FINANCE REPORT: Financial Summary as at 31 December 2012

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 111,515.00	\$ 111,514.83
2	Charges and Fees	\$ 1,227,754.00	\$ 1,227,755.62
3	Government Allowances	\$ 59,925.00	\$ 59,925.00
4	P&C Contributions	\$ 50,531.42	\$ 50,531.13
5	Fundraising/Donations/Sponsorships	\$ 154,447.31	\$ 154,447.36
6	DoE Grants	\$ 1,191,756.08	\$ 1,191,757.27
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ 41,672.00	\$ 41,671.63
9	Trading Activities	\$ 13,586.00	\$ 13,586.44
10	Other	\$ 237,433.72	\$ 237,437.46
11	Internal Transfers	\$ 12,588.37	\$ 12,588.37
	<b>Total</b>	<b>\$ 3,101,208.90</b>	<b>\$ 3,101,215.11</b>
	<b>Opening Balance</b>	<b>\$ 826,318.00</b>	<b>\$ 826,317.54</b>
	<b>Total Funds Available</b>	<b>\$ 3,927,526.90</b>	<b>\$ 3,927,532.65</b>

Current Year Actual Revenue Sources

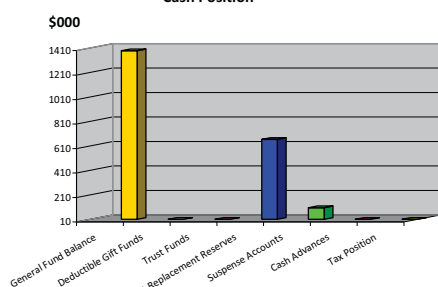


Revenue - Budget vs Actual

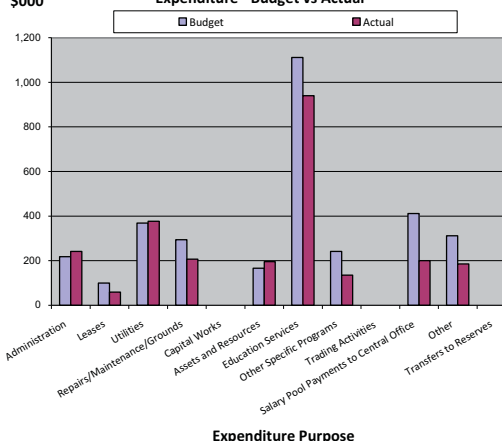


	Expenditure	Budget	Actual
1	Administration	\$ 217,957.08	\$ 241,452.31
2	Leases	\$ 100,000.00	\$ 59,260.00
3	Utilities	\$ 368,573.47	\$ 376,939.40
4	Repairs/Maintenance/Grounds	\$ 294,108.20	\$ 206,572.53
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 166,319.00	\$ 196,006.70
7	Education Services	\$ 1,111,556.45	\$ 940,041.62
8	Other Specific Programs	\$ 241,696.55	\$ 135,300.27
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 411,637.00	\$ 200,000.00
11	Other	\$ 311,653.36	\$ 185,271.15
12	Transfers to Reserves	\$ -	\$ -
	<b>Total</b>	<b>\$ 3,223,501.11</b>	<b>\$ 2,540,843.98</b>

Cash Position



Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,939,794.15</b>
Made up of:	\$ -
1 General Fund Balance	\$ 1,386,688.67
2 Deductible Gift Funds	\$ 3,141.14
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 663,214.51
5 Suspense Accounts	\$ 105,276.60
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 218,326.77
<b>Total Bank Balance</b>	<b>\$ 1,939,794.15</b>

The school's financial management position has been strengthened over the past few years and has achieved an excellent result in the 2010 Department financial audit. The school was not audited in 2012, however, it is expected to take place in 2013.

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 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. 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%, charges. However, there are some families that do not pay and it is not possible to enrol students in expensive programs that attract a compulsory charge when these are not paid. Consequently, students are enrolled in less expensive programs that still meet curriculum requirements. This is consistent with the School Education Act.

Parents have also been generous in supporting the funds to augment activities in Literacy and Numeracy, the Healthy Active program and ITC and innovation. The Healthy Active program, conducted by Ms Barnes, is therefore able to be offered in 2013 due to this support from parents. The School Chaplain position is also strongly supported by parents. The school itself also assists this position, which is also funded by the National School Chaplaincy and Student Welfare Program. The Chaplain plays a key role in the well being of students.



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



Andrea & Emma with 'Snowy'

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



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



**UNSW ENGLISH  
ICAS AWARDS**

YEAR	TOTAL	DISTINCTION	H/DIST	DIST	CREDIT
8	59	9	14		
9	42	1	24		
10	32	2	9		
11	3				
12	7	1			

**UNSW SCIENCE  
ICAS AWARDS**

YEAR	TOTAL	DISTINCTION	H/DIST	DIST	CREDIT
8	0	2			
9		2			



10 1 3

**ROYAL AUSTRALIAN  
CHEMICAL INSTITUTE  
AUSTRALIAN  
NATIONAL CHEMISTRY QUIZ**

Year	Dist	H/Dist
Year 10	8	1
Year 11	2	1
Year 12	0	2





## General

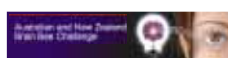


### AUSTRALIAN MATHEMATICS COMPETITION

YEAR	H/DIST	DIST	CREDIT
8	1	10	0
9	2	13	0
10	2	8	0
11	1	3	0
12	1	2	0

### big science competition

YEAR	H/DIST	DIST
10	3	2



### AUSTRALIAN & NZ BRAIN BEE SCIENCE CHALLENGE

1 YEAR 10 STATE FINALIST



YEAR	H/DIST	DIST	CREDIT
8/9	3	2	0
11	1	1	3



### LANGUAGE PERFECT WORLD CHAMPIONSHIPS

Global Ranking  
278/802 schools  
1 Elite Award  
(Top 0.2% 140,000 students)  
1 Gold Award  
(Top 2% 140,000 students)  
1 Bronze Award  
(Top 10% 140,000 students)  
2 Credit Awards  
(Top 20% 140,000 students)

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

Misi & Pamela



### SCIENCE SCHOLARSHIPS



Liam,  
Jayde and  
Grace with  
Mr Milton Butcher

## STUDENT

### PARTICIPATION TRENDS

In 2012, the percentage attendance of students at Mount Lawley exceeded State and Region outcomes for both Aboriginal and non-Aboriginal students. The attendance rate for all students was 90.7%. Whilst exceeding the State, it is noted that similar schools achieved a better attendance rate in all years, especially in upper-school. This is a concern as failing to attend school has a likely adverse impact on academic results. The school under-achieved the Region in Year 11. Attendance of students was an identified school priority for 2012, and it is pleasing to see an improved position. 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 2013 there was a small reduction (50 students) in the Senior School, reflecting fewer students in the half cohort, however, 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 Year 8 and Year 9 is capped at 256, however, this was exceeded in Year 9. 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. From 2013 sibling enrolment is no longer guaranteed.

### STUDENT RETENTION TRENDS

In 2008, 249 Year 8 students entered Mount Lawley SHS. At the commencement of that cohort's Year 10 program, 263 were enrolled. At the start of their Year 12, 281 students commenced, whilst at the end of their schooling, 240 remained. The retention rate for this cohort from Year 8 to Year 10 was 106% and from Year 8 to Year 12, 113%. This was above the State average.

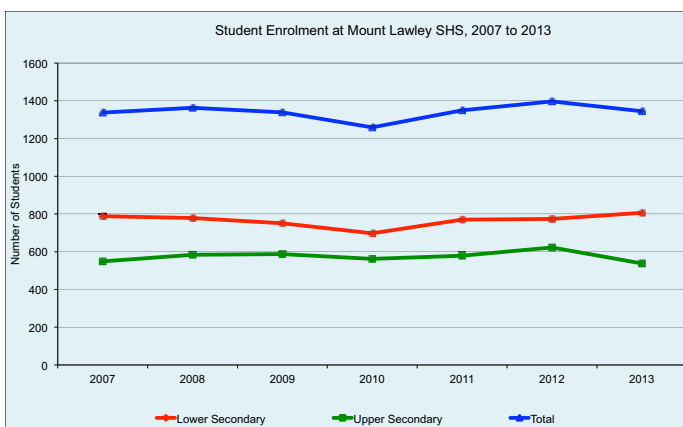
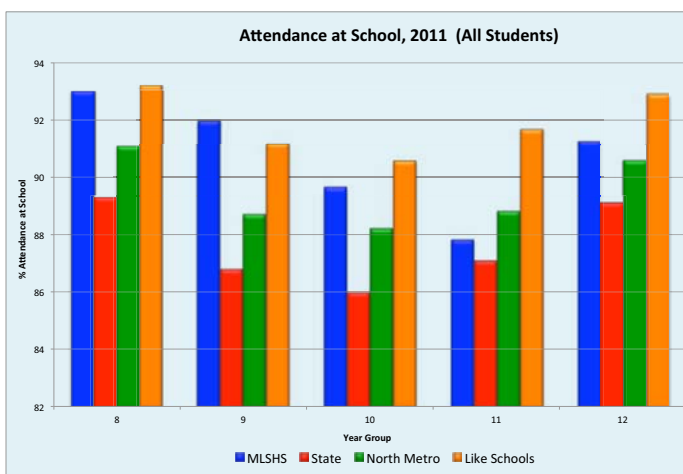
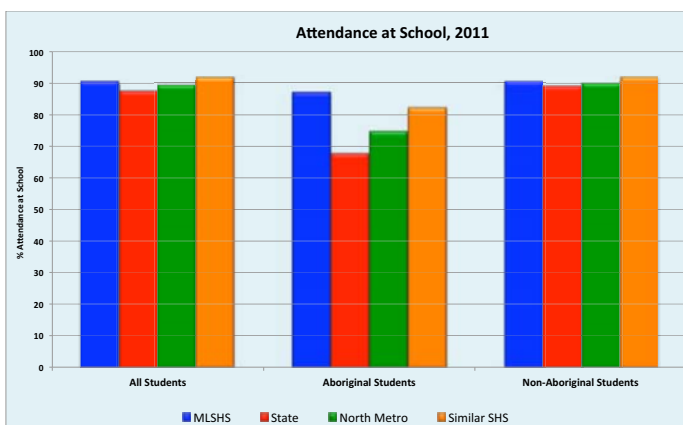
### VALUE ADDING

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

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

### TEACHING STAFF QUALIFICATION

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



## MIDDLE SCHOOL DUX



Clara  
with Mr Peter Sharrett

## MIDDLE SCHOOL SVAPA AWARD



Mia  
with Mr Michael  
Sutherland, MLA

## PETER SPARBIER SCHOLARSHIP 2012



Tienan (Anthony)  
with Mr Ric Marcon

## ALMA PORTER AWARD 2012



Jordan  
with Ms Elaine Millea

## ROTARY CLUB OF MT LAWLEY STUDENT OF THE YEAR



Kirsten Chick  
with Mr Larry Manno

## DES BEARD MIDDLE SCHOOL CITIZENSHIP AWARD



Natasha  
with Ken Beard (Son)



## General



### STAFF PROFESSIONAL LEARNING

#### Secondary Schools

	Days/Cost
Number of Teaching Staff (full-time equivalent)	92
Minimum Days	8
Average Salary	\$425
Total PL Expenditure	\$312,800

### STAFF NUMBERS 2012

Staff Information	Total Numbers
Administration Staff	17
Teaching Staff	75
School Support Staff	49
<b>TOTAL</b>	<b>141</b>

During 2012, all full-time teaching staff at Mount Lawley SHS engaged in a minimum of 8 days professional learning. Three days were scheduled during the school year (School Development Days – commonly referred to as student free days). Two of these days were timetabled before the start of the school year and 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 2012, this amounted to over \$70,000.

### SATISFACTION SURVEY

Community surveys continue to indicate that MLSHS receives a high degree of parent support. The student and staff results indicated a satisfaction rating of above 3 on a 4 point rating. These are improved results compared to the previous reporting cycle. Approval rating of around +70% is a relatively high rating based on over 1,200 responses to the survey. Common themes of investigation are evident in each of the results. This survey was conducted in 2012 and whilst having a three year "life" will be administered in 2013. The parent survey questions are produced below. Staff and student questionnaires were similar.

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

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

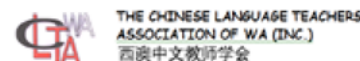
As a result of the survey, the school continues strengthening anti-bullying processes.



**AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)**  
National & World  
Chinese Proficiency  
Competition for Foreign  
Students, Adelaide, Australia 1st Place  
Chongqing, China  
Casey



**AUSTRALIAN-CHINA FRIENDSHIP SOCIETY CHINESE AWARD**  
Dimitry (Year 8)  
Suzie (Year 9)  
Tara (Year 10)  
with Dr Neville Green  
(President)



**CHINESE LANGUAGE TEACHERS' ASSOCIATION OF WA**  
*Chinese As Second Language Section*  
Year 8 Category  
1st Place William  
Participation Shahidah  
Year 9 Category  
4th Place James



*Writing Competition*  
Year 8 Category  
1st Place William  
Yr 9 & 10 Combined Category  
1st Place Jayde  
*State Chinese Writing Competition*  
Level 1 & 2 Linda  
Level 9 (Top Level) Xin Ting







General



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

Nic

with Ex-Prisoners of War Association  
Secretary/Treasurer Captain Ray Galliot RFD



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

Georgia (Year 10)

Tron (Year 11)

Tina Tran (Year 12)

with Captain Ray Galliot RFD,

16th Battalion,

The Royal Western Australia Regiment



### YEAR 10 SVAPA AWARD



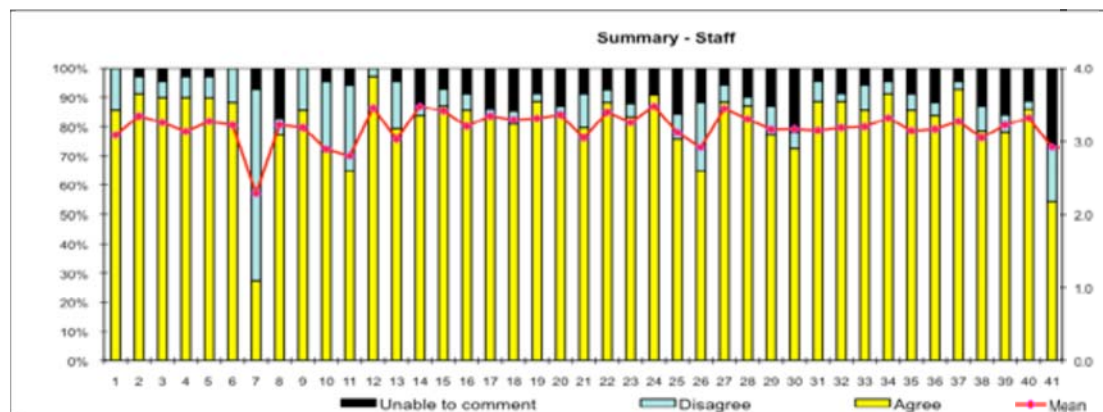
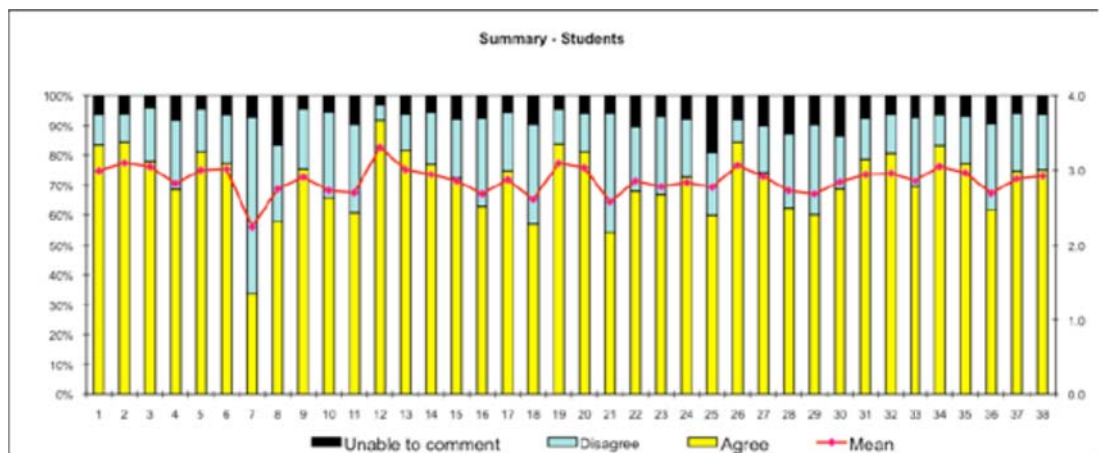
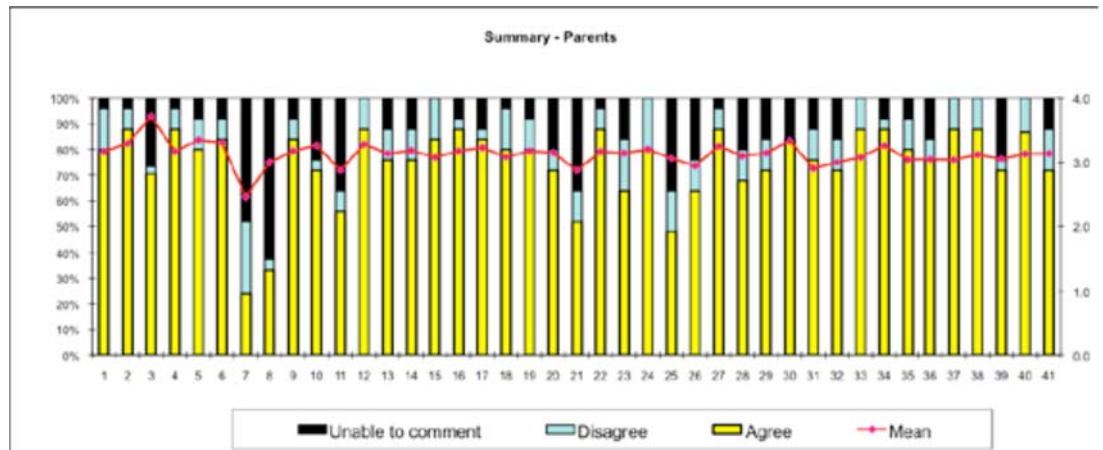
Colin with  
Mr Michael Sutherland, MLA

### DAS GERMAN AWARDS



Shown with Mr Michael Sutherland, MLA

HIGH DISTINCTION  
Shikara, Victoria,  
Dalia, Ruza,  
DISTINCTION  
Ashleigh, Madeline,



### SCHOOL BUSINESS PLAN PRIORITIES

#### 1. Better Academic Achievement

#### 2. Pedagogy

#### 3. Student Wellbeing

#### 4. Partnerships

#### 1. BETTER ACADEMIC ACHIEVEMENT

An important strategy that was introduced in 2012 was the use of a coach/mentor to the school's curriculum leadership group. This officer assisted staff develop an evidence-based approach to improvement planning.

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, however, this was resisted by families. The counselling model is therefore seen as satisfactory as staff advice cannot be enforced if not followed.

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

The school writing plan continues to be delivered as writing is seen as a fundamental learning tool. The emphasis on developing writing skills is an important life skill and one that has value in further education.





## General



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.

The major concern in terms of targets was a fall in the median ATAR. The aim is to achieve an ATAR of 79 by 2014 and with the present result, an effort to improve is required. The present situation was not assisted with a number of students undertaking an ATAR pathway, which was too difficult for them.

WACE achievement again exceeded the State, however, a 100% rate eluded the school. The target for matching like school subject results (10) was bettered (11). NAPLAN and MSE 9 mean scores saw the aspirational goal achieved.

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

### 2. PEDAGOGY

The professional learning community construct is in place in each learning area. 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 is being introduced through both initiatives. Time is a significant barrier as is the funding available to support teacher relief to implement this initiative fully.

On School Development Days staff undertake professional learning on ITC and individual education planning and differentiated curriculum and delivery. Also, staff identified as being "lighthouses" in certain areas present their work to their peers and how their good practice can be utilised by others.

Additionally, more teachers completed the CMS training course that assists the growth of instructional techniques. Work in literacy/numeracy was also undertaken.

### 3. STUDENT WELLBEING

Attendance was a focus in 2012 and the resulting improvement to achieving the 90% benchmark was pleasing. However, the goal of 90% for each year group was not reached with Years 10 and 11.

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.

The suspension rate declined from 2011 with most suspensions in Year 8. The goal to achieve this was reached.

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

### 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. 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 placement continue. School staff have been able to grow places to match student demand. The Career Link program has continued into Year 12.

The school signed a third sister school agreement with China in 2012 and these links remain strong. A teacher from one sister school was hosted by the school for Semester 2, 2012

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 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.

### P & C / SCHOOL COUNCIL

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 Mr Carl Pekin, also made a very valuable contribution to school operations especially in the first 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 2012, adding value to its students. In 2012, Mount Lawley Senior High School operated within the Independent Public School framework.

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



### WESTSCHEME DIVISION AUSTRALIAN SUPER AWARD FOR EXCELLENCE IN VOCATIONAL EDUCATION AND TRAINING



Sofia Bosevski

### MICHAEL SUTHERLAND, MLA SCHOLARSHIP FOR HUMANITIES



Madison & Ben with Mr Michael Sutherland, MLA



### EDITH COWAN UNIVERSITY CITIZENSHIP AWARD



Teleah  
with Assoc. Prof. Trevor Cullen, ECU

### ANNE GRIFFITHS SCHOLARSHIP FOR VOCATIONAL EDUCATION



Aria  
with Ms Anne Bellamy,  
Chamber of Commerce & Industry  
Representing Ms Anne Griffiths