

WACE GRADUATION



2013 Outcome Graduation Rate

School: 96.84 %
State: 96.93 %

UNIVERSITY ENTRANCE 2013

94.47% of WACE students were offered a public university place with 71.77 % gaining their first choice



Courses offered:

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

STATE TRAINING PROVIDERS (STP) ENTRANCE 2013

63.6% of students applying were offered their first preference and 77.3% a place in a STP (formerly TAFE).

Courses offered:

- Digital Media and Technology
- Accounts Administration
- Business Administration
- Tourism Events
- Interior Design
- Health
- Nursing
- Aviation
- Civil & Structural Engineering
- Beauty Therapy
- Visual Arts
- Sport Development
- Photo Imaging

The 2013 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. 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 Language schools in the State. With the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, it attracts students from a wide range of suburbs to take advantage of the school's sound academic reputation. Nearly 1350 students were enrolled at the school during 2013.

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 introduction of 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 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.

2013 OUTCOMES

There were improved outcomes achieved by students in 2013. The school's Year 12 WACE performance exhibited a better result and there were some very strong individual and subject performances.

The Graduation Rate was similar to the previous year and results were solid. The median ATAR improved. The NAPLAN test 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
- Over 1,300 students enrolled
- Over 100 teachers, all registered with TRB
- 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



Serafina Fong (ATAR)



Peta Dunning (VET)



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

Certificate of Distinction



Lillian Dorn (VET)

Certificate of Commendation

- Ashley Brown
- Kayleen Butler
- Peta Dunning
- Serafina Fong
- Lynne Huynh
- Victoria Ko-Peternelj
- Andre Simmonds
- Benjamin West



ATAR 99+ CLUB
Serafina Fong



Year 12 Highlights



YEAR 12 SCHOOL AWARDS FOR 2013



DUX AWARD
Serafina Fong



RUNNER-UP DUX
Lynne Huynh



GENERAL STUDIES DUX

Kate Maher



VOCATIONAL EDUCATION & TRAINING DUX

Peta Dunning



CHRISTINE RICHARDSON CITIZENSHIP AWARD
Rachael Goodger



CALTEX ALL ROUNDER AWARD
Ashleigh Jackson



SPORTSMAN OF THE YEAR
Luke Spaojevic



SPORTSWOMAN OF THE YEAR
Georgia Pitt



RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR
Yoosof Yaqub



ADF LONG TAN LEADERSHIP & TEAMWORK AWARD
Emma Bromham



COMMUNITY SERVICE & PARTICIPATION AWARD
Teleah Wilcox



BHP BILLITON MINING TERTIARY SUPPORT GRANT
Lynne Huynh



NORTH METRO REGION EXCELLENCE AWARD
Andre Simmonds



ARTS AWARD
Hayden Cooper

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, 39 students gained an ATAR of 90 or higher with 49% of students with one of 80 or higher. This is a significant improvement over 2012. One student Serafina Fong gained a 99 plus ATAR, a significant achievement. The school also won a VET Certificate of Distinction when Lillian Dorn gained an outstanding result in VET.

Of the 2013 Year 12 cohort, 8 students gained Certificates of Commendation (10 'A' Grades or better over Year 11 and 12). Thirteen WACE subjects scored above the State average and two were a Top 10 Subject, Engineering Studies and Media Production and Analysis. Fourteen subjects were better than those results for similar schools.

Perhaps the most outstanding statistic is post-school acceptance. For university bound students, 94.47% of eligible students were offered a place and 71.77% students their first choice. Of the students studying in a VET pathway, 83.58% gained a Certificate II course or higher. Of the students seeking to enter a STP (formerly TAFE), 77.3% of applicants were offered a place, 63.6% 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	96.84	96.93	136
% of Students Gaining Scaled Score of at least 75% in a WACE Course	25.52	Not Reported	Not Tabled
% Students in Stage 2 Course with Score of at least 65%	34.72	33.07	64
% Students in Stage 3 Course with Score of at least 65%	28.55	32.49	58
% Students in Stage 2 Course with Score of at least 75%	12.50	12.81	Equal 66
% Students in Stage 3 Course with Score of at least 75%	8.46	11.63	64
% of WACE students in the top third of the State	32	Not Reported	Not Tabled
% Offered First Preference in a Tertiary Institution	71.77	71.11	Not Tabled
% Offered Place in a Tertiary Institution	94.47	93.23	Not Tabled
Median TER for WACE Students	79.35	79.10	48
% of Students Gaining an 'A' grade in a Stage 1 Course	25	Not Reported	Not Tabled
% Students Completing at least 220 Nominal Hours of VET Study	24.51	36.49	122
% Students Participating in VET	26.48	44.92	131
% of Students Achieving AQF Cert II or higher	83.58	39.43	69
% of Students Completing at least one UoC	26.48	44.93	131
% Offered First Preference in a TAFE	63.6	Not Reported	Not Tabled
% Offered Place in a TAFE	77.3	Not Reported	Not Tabled
% Completion Rate (55 ATAR or Cert 2)	89.00	74.90	Not Tabled

Summary of Key Year 12 Performance Indicators.

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

For 2013, a 92% achievement of an ATAR of 55 is a good performance outcome as this is the minimum entry standard for university and therefore, 92% have the potential to undertake tertiary study – providing of course they have selected a course consistent with their ATAR.

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 74.9%, however, Mount Lawley SHS attained 89.00%. This is a very positive and significant result as it indicates the articulation post-school to a preferred study or employment pathway. The school's result was highly satisfactory.

ATAR Median Relative Performance	0.06
ATAR Change	
ATAR % 55+	92%
Attainment (55+ or Cert II Completion)	89%

Year 12 School Performance in WACE Adjusted by SEI.

SUBJECT AWARDS 2013

ENGLISH 1C/D Tarryn Tempestt	MODERN HISTORY 1A/B Jeremy Ho
ENGLISH 2C/D Katherine Turpin	MODERN HISTORY 3A/B Anjali Epanomitis
ENGLISH 3A/B Serafina Fong	POLITICS & LAW 3A/B Jasmine Cookson
ENGLISH AL/D 3A/B Ivan Ng	PSYCHOLOGY 3A/B Serafina Fong
LITERATURE 3A/B Oliver Logan	ACCOUNTING & FINANCE 3A/B Mei Ing Woon
CHINESE BACKGROUND SPEAKERS 3A/B Xiangxiang (Jack) Guo	APPLIED INFORMATION TECHNOLOGY 3 A/B Henri Crisp
CHINESE SECOND LANGUAGE 3A/B Casey St Louis	BUSINESS MANAGEMENT & ENTERPRISE 1C/D See (Emily) Wong
FRENCH 3A/B Marie-Helene Badoche	BUSINESS MANAGEMENT & ENTERPRISE 3A/B Tsyon Woubishet
GERMAN 3A/B Victoria Ko-Peternej	COMPUTER SCIENCE 3A/B Simon Aplin
INDONESIAN SECOND LANGUAGE 3A/B Isabella Miller	CERTIFICATE II ENGINEERING James Poh
ITALIAN 3A/B Gabriel Iezzi-Purser	CERTIFICATE II VISUAL ARTS & CONTEMPORARY CRAFT PHOTOGRAPHY Emma Rose
MATHS 1D/E Jin Rong Tan	DESIGN : PHOTOGRAPHY 3A/B Amorette Klotz
MATHS 2C/D Zara Altintas	DESIGN : TECHNICAL GRAPHICS 3A/B Ruby Pekin-Osborne
MATHS 3A/B Ashlee Brown	ENGINEERING STUDIES 3A/B James Poh
MATHS 3C/D Serafina Fong	CHILDREN, FAMILY & COMMUNITY CARING FOR OTHERS 1C/D Zara Altintas
MATHS SPECIALIST 3C/D Serafina Fong	CHILDREN, FAMILY & COMMUNITY LIVING INDEPENDENTLY 1C/D Peta Dunning
OUTDOOR EDUCATION 1C/D Nicholas Antonas	BIOLOGICAL SCIENCES 3A/B Serafina Fong
PHYSICAL EDUCATION STUDIES 1C/D Mitchell Furness	FOOD SCIENCE AND TECHNOLOGY (HOSPITALITY) 1C/D Shikara Collins
BIOLOGICAL SCIENCES 3A/B Serafina Fong	CHEMISTRY 3A/B Lynne Huynh
CHEMISTRY 3A/B Lynne Huynh	HUMAN BIOLOGICAL SCIENCE 3A/B Lynne Huynh
HUMAN BIOLOGICAL SCIENCE 3A/B Lynne Huynh	PHYSICS 3A/B Lynne Huynh
PHYSICS 3A/B Lynne Huynh	INTEGRATED SCIENCE 1C/D Scott Russell
INTEGRATED SCIENCE 1C/D Scott Russell	ANCIENT HISTORY 3A/B Ashlee Brown
ANCIENT HISTORY 3A/B Ashlee Brown	ECONOMICS 1A/B Ellen Thomson
ECONOMICS 1A/B Ellen Thomson	ECONOMICS 3A/B Andre Simmonds
ECONOMICS 3A/B Andre Simmonds	GEOGRAPHY 3A/B Timothy Guo
GEOGRAPHY 3A/B Timothy Guo	MUSIC WESTERN ART MUSICS 3A/B Teleah Wilcox
MUSIC WESTERN ART MUSICS 3A/B Teleah Wilcox	MUSIC JAZZ 3A/B Thomas Freeman
MUSIC JAZZ 3A/B Thomas Freeman	VISUAL ART 1C/D Emma Rose
VISUAL ART 1C/D Emma Rose	VISUAL ART 3A/B Jack Caddy
VISUAL ART 3A/B Jack Caddy	



Year 12 Highlights



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

TOP 10 WACE SUBJECTS
Engineering Studies
Media Production & Analysis

WACE SUBJECTS ABOVE THE STATE AVERAGE

- German S3
- Chinese SL S3
- Indonesian SL S3
- Chinese BS S3
- Computer Science S3
- Economics S3
- Visual Arts S3
- Politics & Law S3
- Mathematics S2CD
- Literature S3
- Applied Info Technology S3
- English S3

WACE SUBJECTS ABOVE LIKE SCHOOL AVERAGE

- German S3
- Computer Science S3
- Chinese BS S3
- Visual Arts S3
- Applied Info Technology S3
- Media Production & Analysis S3
- Politics & Law S3
- Literature S3
- Economics S3
- English S3
- French S3
- Mathematics 2C/D
- Chinese SL S3
- Psychology S3

HONOURS SOCIETY



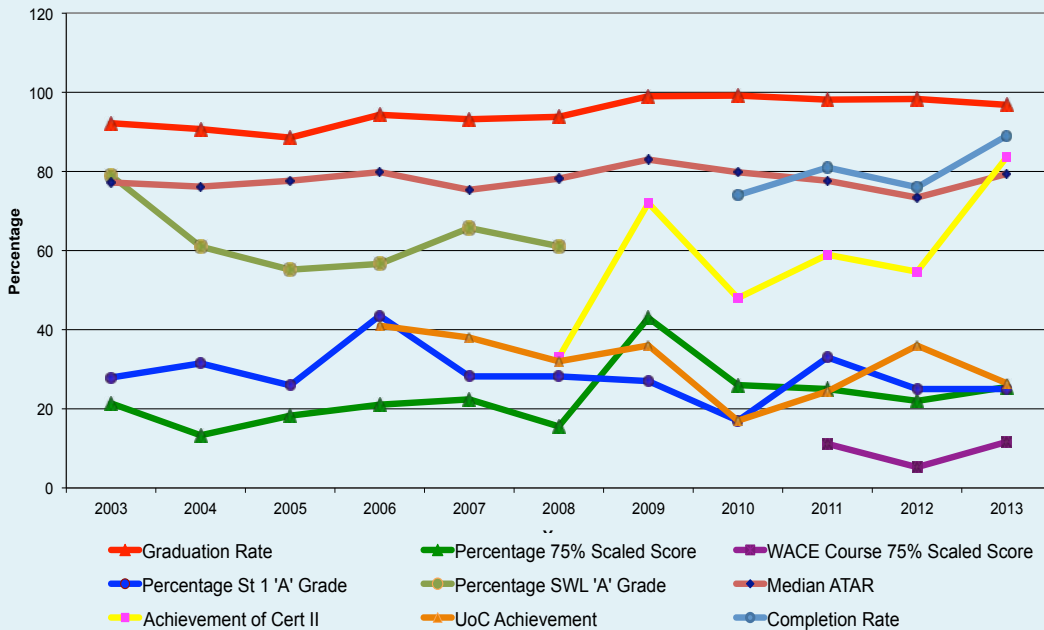
27 students were inducted into the Honours Society in 2013. This is the highest accolade, short of a subject award, that a student can win at the school.

90s CLUB



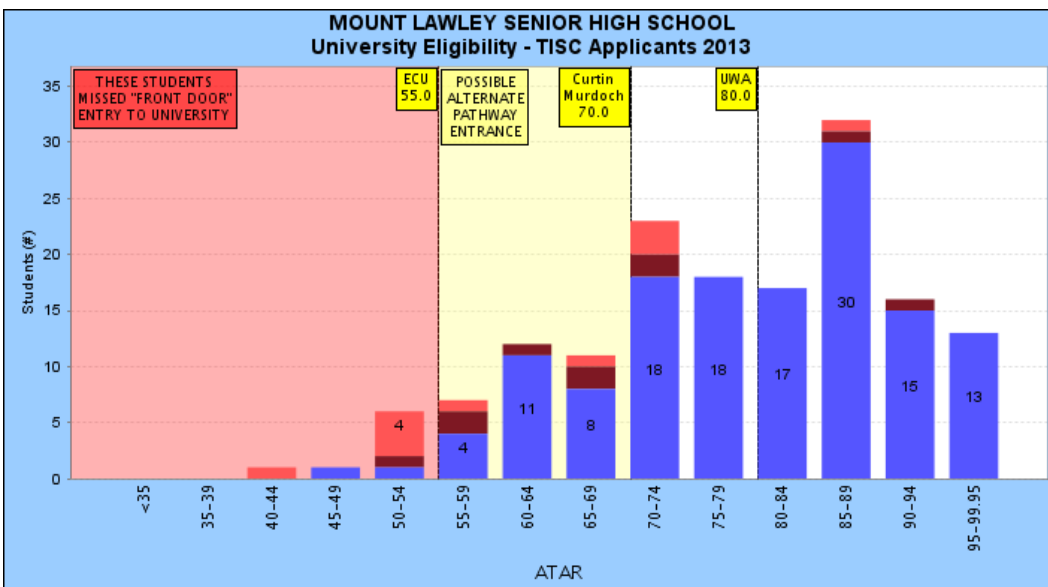
This is a society of Mount Lawley SHS students gaining an ATAR of at least 90. 39 members were inducted in 2013.

Key Year 12 Performance Indicators for Mount Lawley SHS 2003-2013



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

MOUNT LAWLEY SENIOR HIGH SCHOOL University Eligibility - TISC Applicants 2013



The above diagram shows the ATAR bands achieved by Year 12 students in 2013. 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. This graph shows a significant improvement on the previous year with fewer students who did not attain university entrance.

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

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



Year 12 Highlights



Student Performance - Stage 2 and/or 3 Courses

Course	Performance			Students		
	2011	2012	2013	2011	2012	2013
Accounting and Finance	2			6		
Applied Information Technologies		2	2		14	12
Biological Sciences	2	3	2	7	15	23
Chemistry	2	2	2	61	53	54
Computer Science			2			6
Drama	2	2	2	25	13	16
Economics	2	2	2	21	29	48
English	2	2	2	131	129	152
English as an Additional Language / Dialect			3			26
Geography	2	3	2	8	11	23
Human Biological Science	2	2	2	47	57	59
Literature	2	2	2	19	13	17
Mathematics	2	2	2	141	135	170
Mathematics Specialist	2	2	2	30	13	18
Media Production and Analysis	2	2	2	20	14	17
Modern History	3	2	2	37	27	44
Music			2			10
Physics	2	3	2	53	43	50
Politics and Law		2	1		11	11
Psychology		2	2		34	52
Visual Arts	2	2	2	15	12	9

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

YEAR 12 RESULTS

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

In 2013, only one subject, EALD, achieved an average of more than one standard deviation below the mean of similar schools. One subject, Politics and Law, gained a "green" box indicating a one standard deviation above the mean of similar schools. These are improved and sound results.

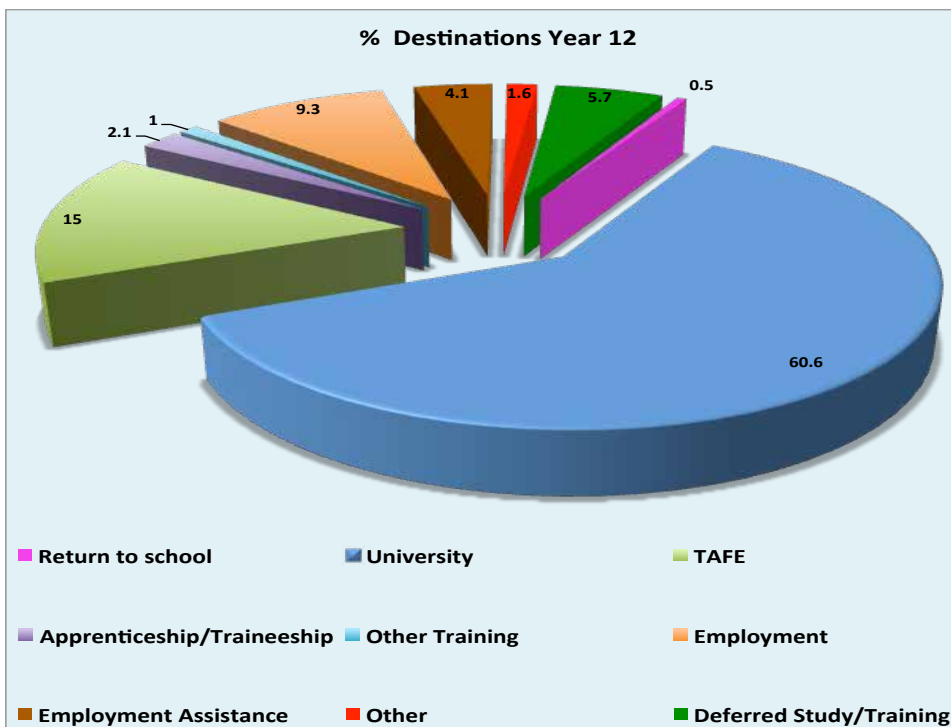
ANDREW DAVIS AWARD

Andrew Davis was a former student of the school who was tragically killed whilst playing soccer in 1978. His family supported an award named in his memory, that acknowledges excellence in Music and Art: Andrew's favourite subjects. The honour board was lost for a number of years and when found, the award was re-instituted in 2012. The recipients in 2013 were Jack Caddy (Music) and Solange Gorton (Art).

DESTINATION OF YEAR 12 STUDENTS

The graph below shows the destinations of the 2013 cohort of Year 12 students. It shows that the former students entered a wide range of post-school options. A greater percentage than 2012 achieved university and TAFE entrance in 2013. Most entered a destination of choice with

many continuing with some form of education or training.



INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA STUDENT AWARD



Ben
with Ms Merilyn Harvey
Business Manager



ENGINEERS AUSTRALIA CERTIFICATES OF EXCELLENCE FOR SCIENCE AND MATHEMATICS

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

WALTER HOREB LITERARY AWARDS



Hayden Cooper (Poetry)
Oliver Logan (Prose)



LAW SOCIETY POLITICS & LAW CERTIFICATE OF EXCELLENCE



Jasmine

ANDREW DAVIS AWARD



Jack Caddy (Music) & Solange Gorton (Art)
with Mr Len Davis and Mr Stewart Rhone-Davis



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 very 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 2013 cohort can be mapped to when the cohort was in Year 7 (2011) and student progress can be determined. This determines the difference or "value add" that has been made from Year 7.

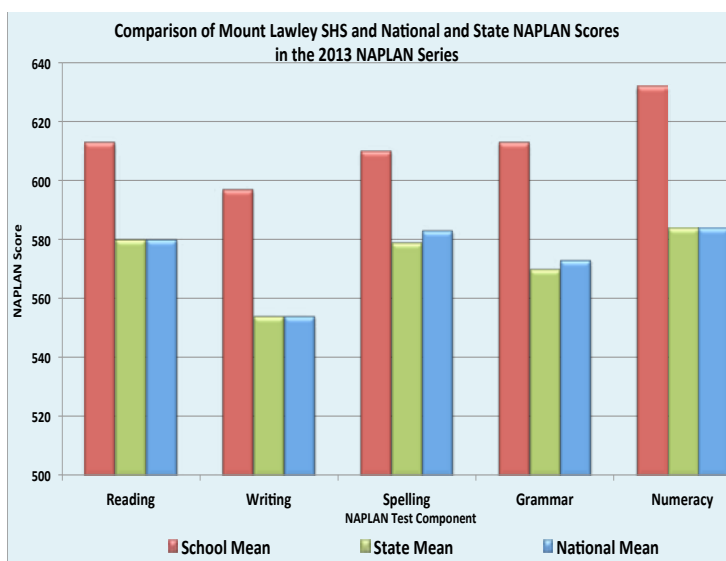
The graphs associated with progress from Year 7 to Year 9 illustrate the "value add". It can be seen in the two areas mapped, Mount Lawley SHS exceeded the progress that could be expected in Reading and is about comparable in Numeracy. Progress in Writing was well above expectations.

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

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 longitudinal graph, 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		
	2011	2012	2013	2011	2012	2013
Numeracy	95.1%	95.2%	88.88%			
Grammar and Punctuation	91.3%	96.05%	97.77%			
Spelling	92.3%	94.25%	91.48%			
Writing	91.3%	92.6%	86.29%			
Reading	93.3%	94.9%	90.00%			
Science				53.1%	65.1%	64.2%
Society and Environment				60.7%	69.1%	62%

Comparison of Mount Lawley SHS & NAPLAN and MSE9 performance in 2013. This table shows to percentage of students reaching or bettering the test standard.



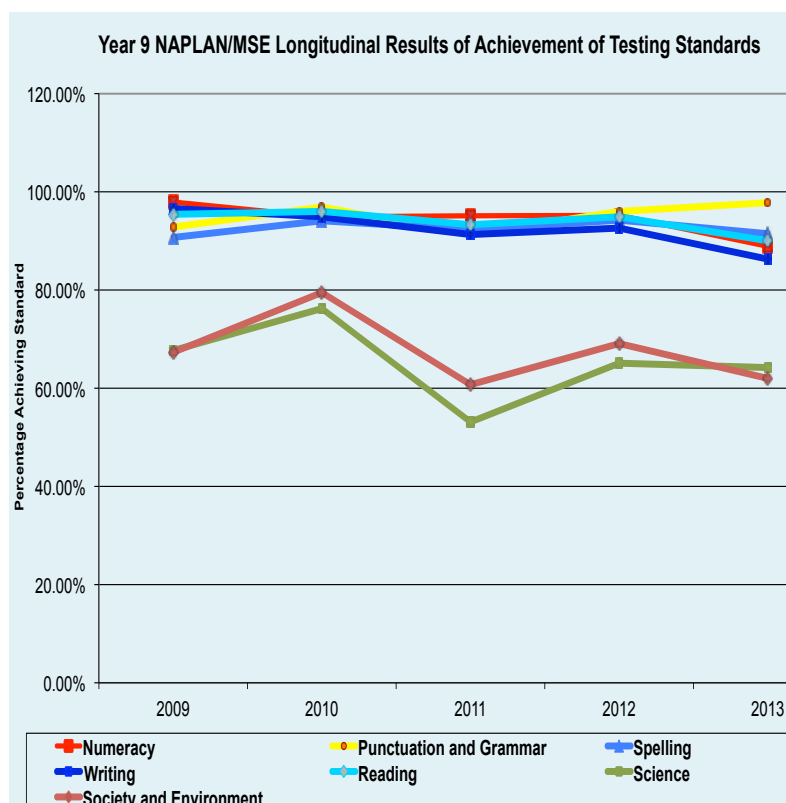
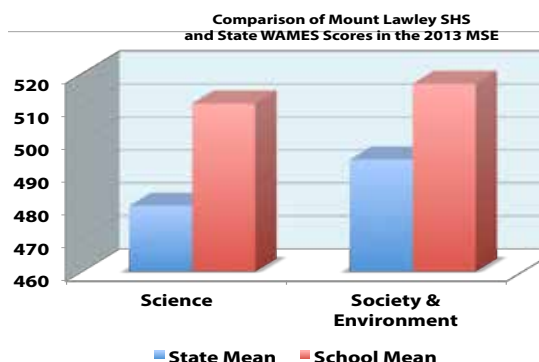
NAPLAN

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.

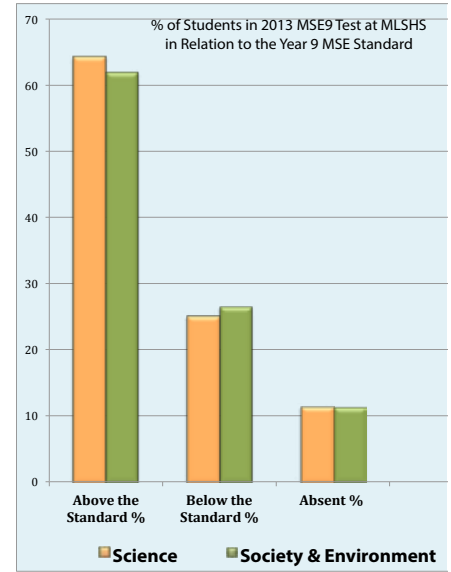
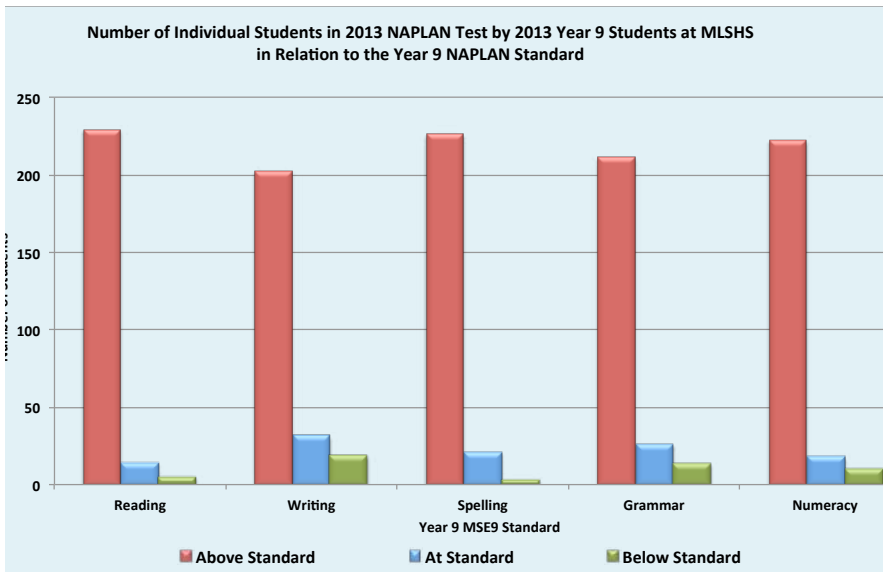
ABCDE

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/MSE Results



NAPLAN RESULTS	2012	2013
Overall Absolute Achievement	1.4	2.1
- Trend		↑
- Change		↑
Overall Relative Achievement	1.10	1.71
- Year 9	0.71	1.33
Overall Progress	0.11	0.56
- Numeracy	-0.51	0.37
- Reading	0.10	-0.20
- Writing	1.04	0.52

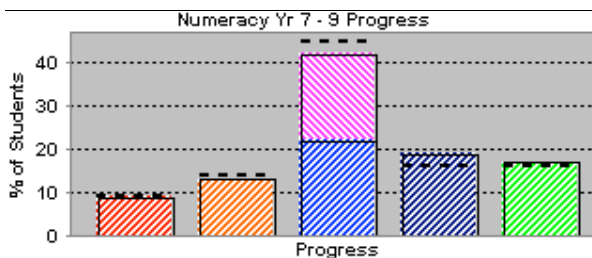
■ Performance better than expected (like schools)
■ Performance as expected (like schools)
■ Performance below than expected (like schools)

YEAR 9 STUDENT PERFORMANCE CONT.

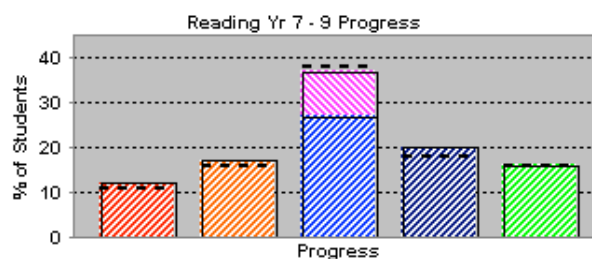
The first two graphs on this page show the number of students meeting or exceeding NAPLAN standards, or below in MSE9, students are either above or below standard. The performance in both was strong.

The next set of graphs below show achievement in the NAPLAN test in 2013 and progress from Year 7 to Year 9. The black dashed line indicates State expectations. Again, these were solid results and pleasing to see consistent improvements being achieved.

The NAPLAN table shows that the school's results are good and the trend is positive. This considers performance against similar schools and confirms the school's strong results. The MSE 2013 graph in relation to the Year 9 MSE Standard, again shows strong performance by the students. This is indicated by the number of students who have performed well above the standard in both Science and Society and Environment. 2013 is the last year of MSE testing.



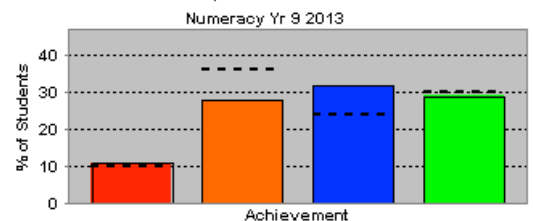
■ Very Low ■ Low ■ Moderate ■ High ■ Very High --- Like Schools



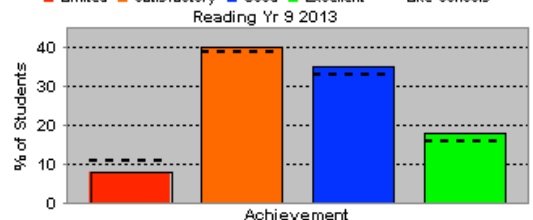
■ Very Low ■ Low ■ Moderate ■ High ■ Very High --- Like Schools



■ Limited ■ Satisfactory ■ Good ■ Excellent --- Like Schools



■ Limited ■ Satisfactory ■ Good ■ Excellent --- Like Schools



■ Limited ■ Satisfactory ■ Good ■ Excellent --- Like Schools



Years 8-10 Results



ABODA CONCERT BAND FESTIVAL



Mount Lawley SHS Senior String Orchestra Outstanding



Mount Lawley SHS Senior Concert Band Excellent



Mount Lawley SHS Junior String Orchestra Excellent



Mount Lawley SHS Junior Concert Band Excellent

WA SCHOOL JAZZ FESTIVAL



Big Band 1 Outstanding



Cert IV Ensemble Outstanding

5 Individual Musicianship Prizes
Jack Caddy, Jason Wood, Aiden Cunningham, Shay Macharo and Mae Anthony
 1 Band Musicianship Prize to
 Cert IV Ensemble

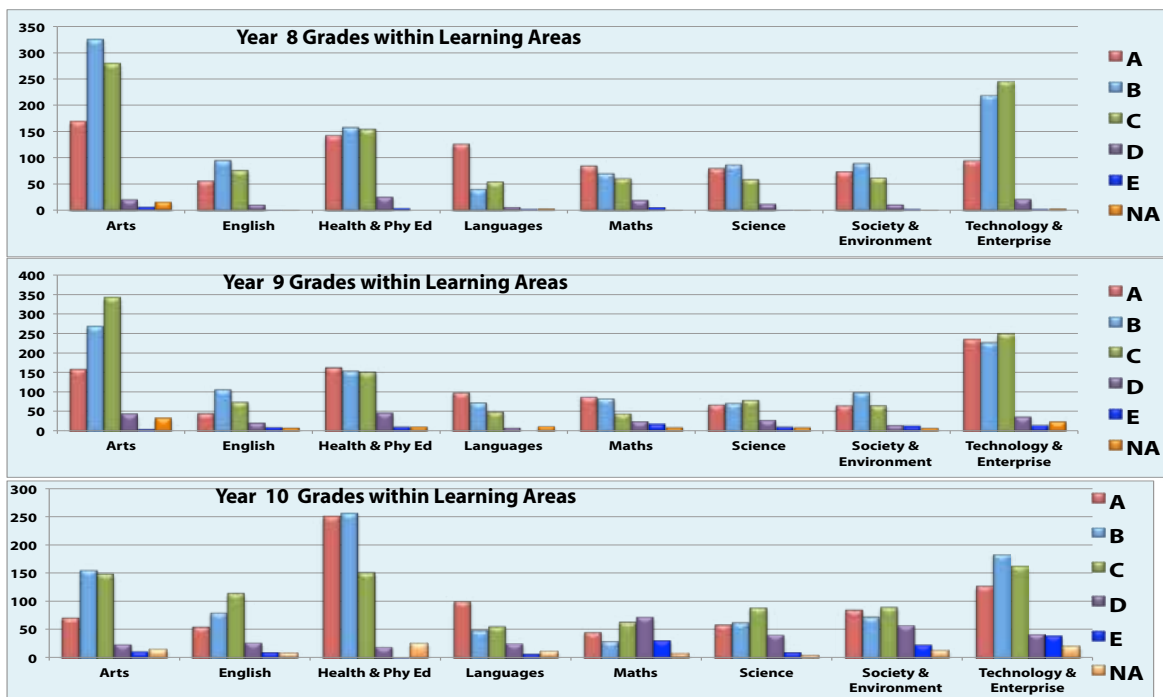
YEAR 8-10 PROGRESS

The table and associated graphs show the grading pattern for students in Years 8-12 for 2013. It is noted that the grading data, taken from the Department of Education's database, shows some results that are different from school expectations in that more "No Awards" were recorded than school records suggested. In some learning areas, such as Health and Physical Education (HPE), the Arts and Technology and Enterprise (T&E) students were awarded grades in more than one context, hence the number of grades awarded is more than the number of students enrolled at the school. This is 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 2013 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 the capacity for study in the Senior Years.

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





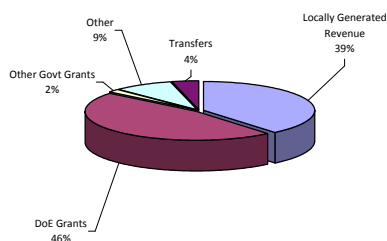
Finance Report



FINANCE REPORT: Financial Summary as at 31 December 2013

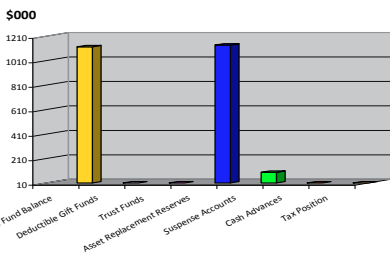
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 114,651.00	\$ 114,651.12
2	Charges and Fees	\$ 1,013,984.50	\$ 1,013,986.76
3	Government Allowances	\$ 54,050.00	\$ 54,050.00
4	P&C Contributions	\$ 58,098.80	\$ 58,098.95
5	Fundraising/Donations/Sponsorships	\$ 151,045.12	\$ 151,046.32
6	DoE Grants	\$ 1,591,658.86	\$ 1,591,658.64
7	Other State Govt Grants	\$ 36,251.00	\$ 36,251.09
8	Commonwealth Govt Grants	\$ 20,203.00	\$ 20,203.07
9	Trading Activities	\$ 23,144.00	\$ 23,143.53
10	Other	\$ 307,367.45	\$ 307,367.83
11	Internal Transfers	\$ 134,080.92	\$ 134,081.05
	Total	\$ 3,504,534.65	\$ 3,504,538.36
	Opening Balance	\$ 679,850.90	\$ 679,850.90
	Total Contingency Funds Available	\$ 4,184,385.55	\$ 4,184,389.26
	Total Salary Allocation	\$ 13,097,574.00	\$ 13,097,574.00
	Total Funds Available	\$ 17,281,959.55	\$ 17,281,963.26

Current Year Actual Contingencies Revenue Sources

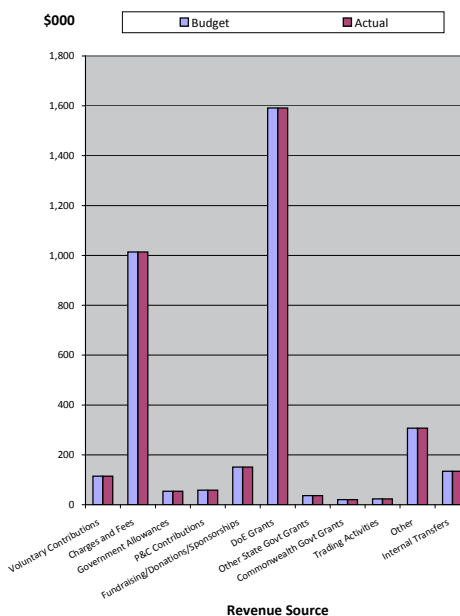


	Expenditure	Budget	Actual
1	Administration	\$ 281,961.86	\$ 260,800.87
2	Leases	\$ 60,000.00	\$ 38,879.60
3	Utilities	\$ 482,818.74	\$ 468,151.78
4	Repairs/Maintenance/Grounds	\$ 302,213.09	\$ 231,926.86
5	Building Fabric and Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 170,720.00	\$ 72,477.91
7	Education Services	\$ 839,845.60	\$ 711,850.43
8	Other Specific Programs	\$ 627,604.10	\$ 126,405.26
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 895,472.67	\$ 771,197.40
11	Other	\$ 321,142.47	\$ 279,264.65
12	Transfers to Reserves	\$ 100,789.00	\$ 100,789.00
	Total Contingencies Expenditure	\$ 4,082,567.53	\$ 3,061,743.76
	Total Salary Expenditure	\$ 13,097,574.00	\$ 13,089,369.00
	Total Expenditure	\$ 17,180,141.53	\$ 16,151,112.76

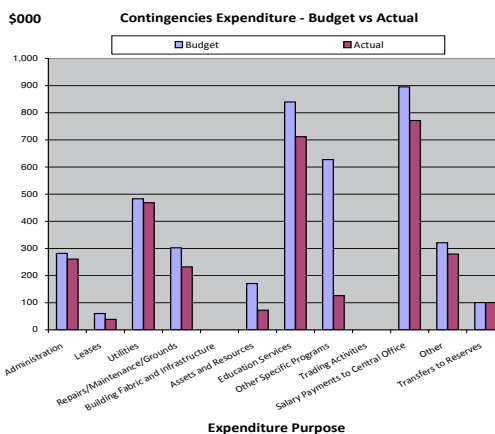
Cash Position



Contingencies Revenue - Budget vs Actual



Revenue Source



Expenditure Purpose

Cash Position as at: 31 December 2013	
Bank Balance	\$ 2,350,550.99
Made up of:	\$ -
1 General Fund Balance	\$ 1,122,645.50
2 Deductible Gift Funds	\$ 2,764.49
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,136,791.59
5 Suspense Accounts	\$ 97,041.51
6 Cash Advances	\$ 363.10
7 Tax Position	\$ 8,329.00
Total Bank Balance	\$ 2,350,550.99

ARTHUR LEGGETT, OAM, ED WRITING PRIZE



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



UNSW ENGLISH ICAS AWARDS

YEAR	H/DIST	DIST	CREDIT
8		6	27
9		3	11
10		2	18
11		1	4
12	1	4	6

UNSW SCIENCE ICAS AWARDS

YEAR	H/DIST	DIST	CREDIT
8		1	11
9		10	16
10		6	9
11		1	2
12		1	4

ROYAL AUSTRALIAN CHEMICAL INSTITUTE



AUSTRALIAN NATIONAL CHEMISTRY QUIZ

Year	H/DIST	DIST	CREDIT
Year 8		1	4
Year 9		6	13
Year 10	1	7	4
Year 11	3	4	2
Year 12	5	4	2

SCIENCE SCHOLARSHIPS



Surabi Y8, Shen Y9
and Riley Y10
with Ms Eleni Evangel MLA
Member for Perth

ITALIAN DANTE ALIGHIERI STATE SPEECH COMPETITION YEAR 8

Sophie 1st in State
Olivia 2nd in State



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 2013, however, it is expected to take place in 2014.

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 ICT and innovation. The Healthy Active program, conducted by Ms Barnes, is therefore able to be offered in 2014 due to this support from parents. The School Chaplain position is strongly supported by parents. The school itself further 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.



AUSTRALIAN MATHEMATICS COMPETITION

YEAR	H/DIST	DIST	CREDIT
8	3	10	23
9	2	4	25
10	1	8	18
11	8	0	2
12	2	6	3

big science competition

YEAR	H/DIST	DIST	CREDIT
8	1	5	9
9	3	6	27
10	0	9	11

LANGUAGE PERFECT WORLD CHAMPIONSHIPS

Global Ranking
217/1,054 schools
1 Elite Award
(Top 0.3% 225,00 students)
2 Gold Award
(Top 2% 225,00 students)
5 Silver Award
(Top 5% 225,00 students)
12 Bronze Award
(Top 10% 225,00 students)
26 Credit Awards
(Top 20% 225,00 students)

CHINESE STAR WRITING COMPETITION
2nd Place National Jayde

CLTAWA STATE SPEECH & WRITING COMPETITION



Speech - Y8 Liam
3rd Y9 William 2nd
Writing - Y8 Madison 4th
Y8 Jeremy 5th
Excellence Awards
Y8 - Rachael
Y10 Tiana

ITALIAN DANTE ALIGHIERI STATE EXAMS



Y11 Thomas 1st in State
Y11 Cesare 2nd in State
Y10 Clara 2nd in State
Y10 Oriana 3rd in State
High Distinctions:
Carmel,
Jadviga
Madison,
Olivia, Meil Lyn,
Stacey Guinevere,
Isobel.

STUDENT PARTICIPATION TRENDS

In 2013, the percentage attendance of students at Mount Lawley exceeded State percentage for both Aboriginal and non-Aboriginal students. The average attendance rate for all students was 90%. Whilst exceeding the State, it is noted that a better attendance rate in all years, especially in upper-school, is required. This is a concern as failing to attend school has a likely adverse impact on academic results. Attendance of students was an identified school priority for 2013, and will continue to be in 2014. 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. 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

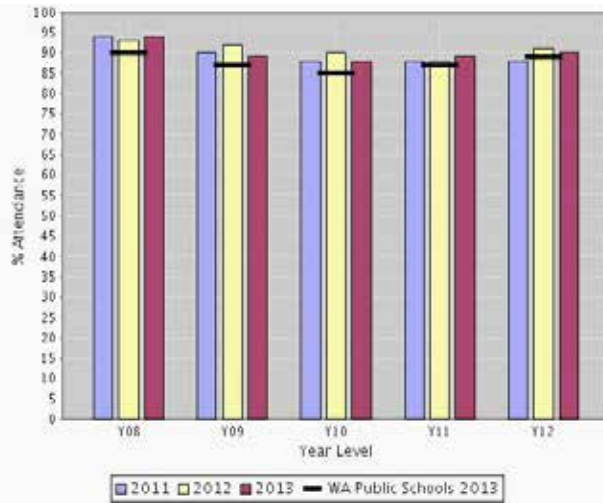
Lower secondary had 806 students enrolled and upper secondary 538 students enrolled. The retention rate for this cohort from Year 8 to Year 10 was 109% and from Year 8 to Year 12, 99%. When the half year cohort leaves the secondary school populations, we can expect student numbers to again increase. This indicates a solid retention as well as strong demand for places at Mount Lawley Senior High School, a school of choice.

VALUE ADDING

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

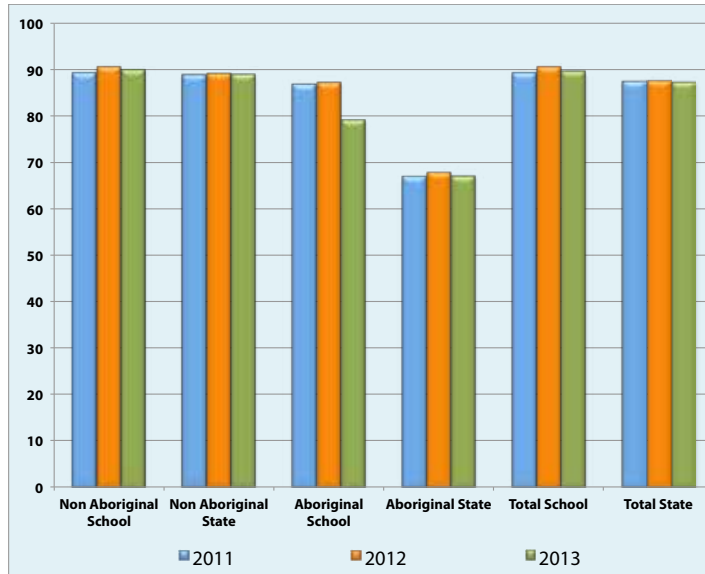
Evidence of statistical value adding can be identified with NAPLAN. Mount Lawley SHS added significant value being above or similar to the standard. Also, students showed value adding to the State benchmarks for MSE Society & Environment and Science results.

Attendance - By Year Level - Secondary

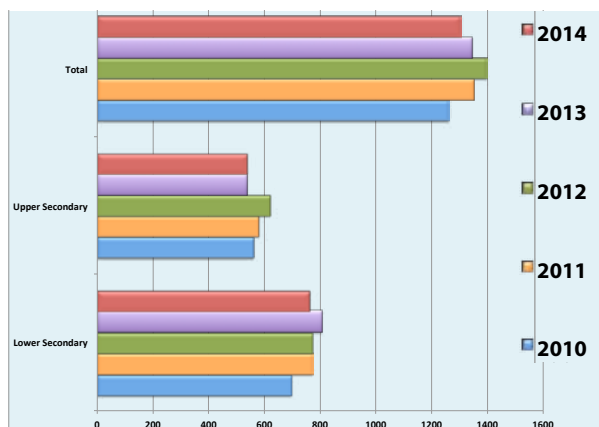


	Y08	Y09	Y10	Y11	Y12
2011	94 %	90 %	88 %	88 %	88 %
2012	93 %	92 %	90 %	88 %	91 %
2013	94 %	89 %	88 %	89 %	90 %
State 2013	90 %	87 %	85 %	87 %	89 %

% Student Attendance from 2011 to 2013



Student Enrolment at Mt Lawley SHS 2010 - 2013



MIDDLE SCHOOL DUX



Hannah with Mr Michael White

MIDDLE SCHOOL SVAPA AWARD



Lily with Mr Michael Sutherland, MLA

PETER SPARBIER SCHOLARSHIP 2013



Riley & Jordan with Mr Rodney Cunningham

ALMA PORTER AWARD 2013



Lauren with Ms Marilyn Harvey

ROTARY CLUB OF MT LAWLEY STUDENT OF THE YEAR



Rebecca with Mrs Marie Kormendy, President Rotary Club of Mt Lawley

DES BEARD MIDDLE SCHOOL CITIZENSHIP AWARD



Mikayla with Mr Arthur Leggett



General



TEACHING STAFF QUALIFICATION

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

STAFF PROFESSIONAL LEARNING

Secondary Schools

	Days/Cost
Number of Teaching Staff (full-time equivalent)	93
Minimum Days	8
Average Salary	\$550
Total PL Expenditure	\$352,050

STAFF NUMBERS 2013

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

During 2013, all full-time teaching staff at Mount Lawley SHS engaged in a minimum of 7 days professional learning. Four days were scheduled during the school year (School Development Days – commonly referred to as student free days). Two of these days were timetabled before the start of the school year and one after instructional hours or after students had finished school for the year. Part-time teachers completed a pro-rata commitment. The minimum professional learning commitment, expressed in full-time equivalents, including the notional financial outlay is captured in the associated table. Apart from this minimum requirement, many staff attended other professional learning during the school year. Courses included data analysis and interpretation, using the SIS tool and curriculum and student services focused seminars and presentations. A number attended workshops associated with the Australian Curriculum. To support attendance at these courses, the school expended funds in course costs, teacher relief, travel and accommodation and other allocations to facilitate the professional learning of staff. In 2013, this amounted to over \$90,000.

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 699 responses to the survey. Common themes of investigation are evident in each of the results. This survey was conducted in 2013 and whilst having a three year "life" is likely to be administered again in 2014. 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.



AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)
National & World Chinese Proficiency Competition for Foreign Students, Adelaide, Australia
2nd, 3rd, & 6th Place
Yunnan, China (observers)



Jayde, Tara & Raqeema



AUSTRALIAN-CHINA FRIENDSHIP SOCIETY CHINESE AWARD



Karis Year 8
Jonah Year 9
Kaewmeesaeng Year 10
Amita Year 11
with Mr Tierney McPartland (President)



NATIONAL GALLERY SUMMER SCHOOL SCHOLARSHIP



Jack Caddy

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



Year 10 team - Winner State Grand Final.

Year 12 team - 1 High Distinction.



EX-PRISONERS OF WAR ASSOCIATION CADET OF THE YEAR AWARD



Daniel
with Ex-Prisoners of War Association
President Mr Arthur Leggett



AUSTRALIAN DEFENCE FORCE LONG TAN LEADERSHIP & TEAMWORK AWARD



Nicole (Year 10)
Emma Bromham (Year 12)
with Lance Corporal Emma White
Signaller, 109 Signals Squadron

YEAR 10 SVAPA AWARD



Hannah with
Mr Michael Sutherland, MLA

DAS GERMAN EXTERNAL EXAMS

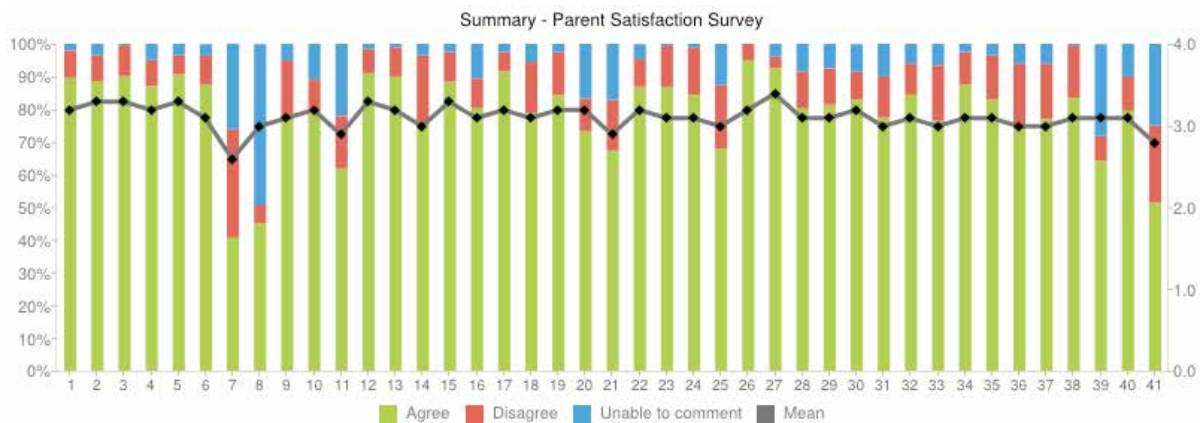
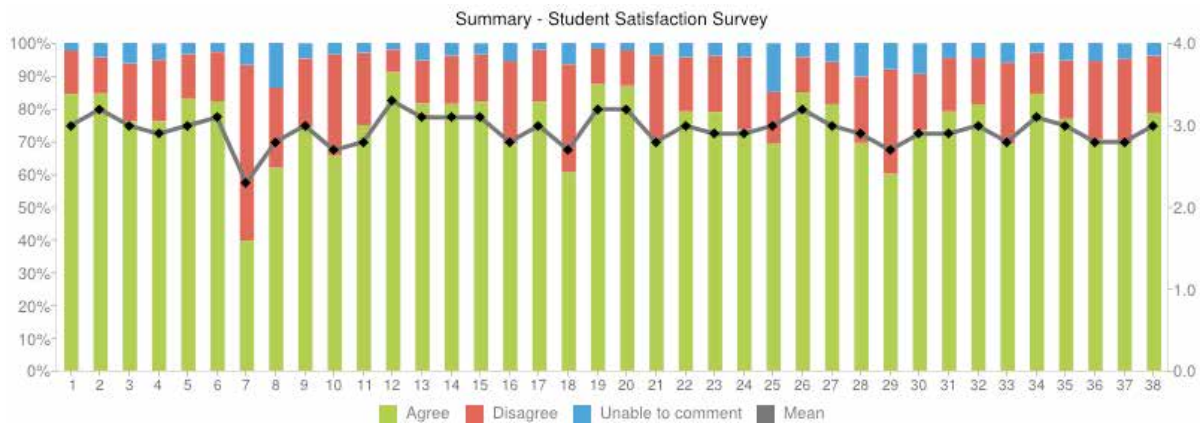
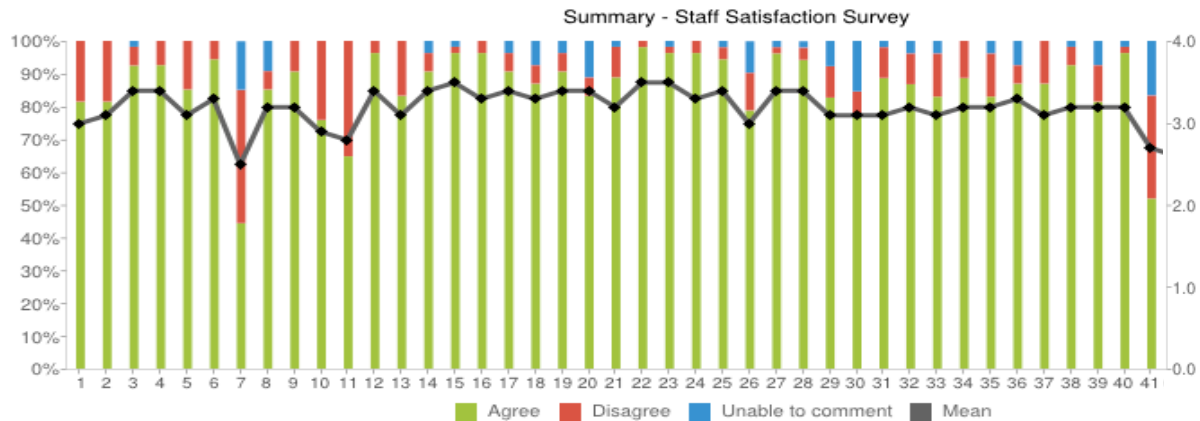


4 DISTINCTIONS 2 CREDITS

1st Place WA
Advanced Category
Theresa
Youngs-Lachmund
Yr12



1st Place WA
Advanced Category
Jonas Yr11



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

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



SCHOOL BUSINESS PLAN PRIORITIES

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 improvement in terms of targets was an increase in the median ATAR. The aim is to continue to achieve a high median ATAR. Students must continue to select appropriate ATAR pathways.

WACE achievement mirrored the State, however, a 100% rate eluded the school. The target for matching like school subject results was bettered. NAPLAN and MSE 9 mean scores saw the goal achieved and some of the aspirational goals.

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 ICT 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 2013 and the resulting improvement to achieving the 90% benchmark was pleasing. However, the goal of 90% for each year group was not reached.

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. This was continued throughout 2013 and now most Year 11 and 12 parents sign up. There is the potential to enhance services to parents, especially in the attendance area, and Departmental staff are looking for improvements in these areas.

Networks with the business community, in order to offer students work placement continue. School staff have been able to grow places to match student demand. The Career Link program has continued into Year 12.

We also continue to work with our local area intake Primary Schools in transitioning Year 7 into high school.

The school signed a third sister school agreement with China in 2012 and they visited in 2013 making these links strong. A teacher from one sister school was hosted by the school for Semester 2, 2013.

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 accepting incoming exchange students.

P & C / SCHOOL BOARD

The school community was well served by its P&C, led well by Mr Ron Pearce, the President. His hard working committee provided great support to him and the school. The School Board, chaired by Dr Jenny Fay, also made a very valuable contribution to the school especially in the second 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 2013, adding value to its students. In 2013, 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*

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



Lillian Dorn

**MICHAEL SUTHERLAND, MLA
SCHOLARSHIP FOR HUMANITIES**



Raqeema & Kevin
with Mr Michael Sutherland, MLA



**EDITH COWAN UNIVERSITY
CITIZENSHIP AWARD**



Crystal
with Dr Lee Lim, ECU

**ANNE GRIFFITHS SCHOLARSHIP
FOR VOCATIONAL EDUCATION**



Crystal & Christian
with Ms Anne Griffiths