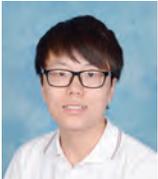




MOUNT LAWLEY SHS

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

PREMIER'S BEST & BRIGHTEST AWARD



Qinhui (William) Chen (ATAR)



Ashleigh Hay (VET)

WACE GRADUATION

2015 Outcome Graduation Rate
School: 98.48 %
State: 96.40 %



UNIVERSITY ENTRANCE 2015

99.41% of WACE students were offered a public university place with 78.70 % gaining their first choice

Courses offered:

- Architecture
- Arts/Humanities
- Commerce/Business
- Computer Science
- Communications/Journalism
- Education
- Geology
- Engineering
- Legal Studies
- Medical Studies
- Psychology
- Science
- Urban Design
- Veterinary Studies

STATE TRAINING PROVIDERS (STP) ENTRANCE 2015

78.78% of students applying were offered their first preference and 87.87% a place in a STP (formerly TAFE).

The 2015 Annual School Report is presented for perusal by parents and community members. The document includes the requirements for school reporting.

NATURE OF THE COMMUNITY

Mount Lawley is a residential suburb that is located 5kms north of the Perth CBD. In the main it lies within the City of Stirling with the most southern component in the City of Vincent. It is situated adjacent to the Edith Cowan University, Mount Lawley Campus.



THE SCHOOL

Mount Lawley Senior High School provides a comprehensive educational program for the suburb and surrounding areas including Inglewood, Mount Hawthorn, North and East Perth, Yokine, Dianella, Maylands and Leederville. It is one of two Gifted & Talented Language schools in the State. With the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, it attracts students from a wide range of suburbs to take advantage of the school's sound academic reputation. Over 1600 students were enrolled at the school during 2015.

SCHOOL PURPOSE STATEMENT - Dedicated to Learning

This statement is expressed as Mount Lawley Senior High School aims to maximise the enjoyment of learning and achievement for all students within a compassionate and democratic school culture, encouraging them to be responsible, creative and engaged lifelong learners. The school community encourages the development of the Guiding Principles of the Western Australian Curriculum & Assessment Outline.

OUTCOMES SOUGHT FOR STUDENTS

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

In 2015, in terms of learning outcomes for students the requirements of the syllabus statements of the 8 learning areas define what is delivered during classroom instruction.

PROGRAMS OFFERED

In Years 7-10 students complete a study program centred on the eight learning areas of the Western Australian Curriculum & Assessment Framework. All are compulsory. In English, Mathematics, Science and History, the Australian Curriculum is implemented.

In Years 11/12 students can select from a wide range of WACE courses. They may also choose to complete Workplace Learning and Certificates from the training curriculum. Parents have high expectations for their children and support the university, TAFE, traineeship and employment pathways that are available.

The Language program is available to students from Years 7-10 who gain entry through state-wide testing under the Gifted and Talented (GAT) program. In Years 7-10, the SVAPA (Specialist Visual And Performing Arts) and Jazz Music courses are also offered. A small number of Aboriginal students are involved in the Aboriginal Excellence Program.

School staff implement rigorous programs that are designed to extend students and prepare them for their future. Students at-risk are catered for with a range of extension, pastoral and literacy and numeracy initiatives. Special needs students are supported with relevant programs and individual assistance. Students at Mount Lawley Senior High School are also supported by a dedicated Student Services team. They also enjoy the benefits of the P & C funded Homework Centre (Achievement Club).

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

2015 OUTCOMES

There were improved outcomes achieved by students in 2015. The school's Year 12 WACE performance exhibited a sound result and there were some very strong individual and subject performances. The school was placed in three of the four SCSA League Tables, the first time the school gained a League Table place since 2009.

The Graduation Rate was above the state percentage and results were solid. The median ATAR improved and was better than the state's. The NAPLAN test results showed that overwhelmingly students achieved above the NAPLAN Standard in all domains and the school mean was also significantly above national and state means. This was for both Year 7 and Year 9. Due to a better Numeracy performance than 2014, the school's overall NAPLAN position improved and this must continue. These factors are explained in later sections.



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

Certificate of Distinction English



Perry Walker-Marston

LEAGUE TABLES

48 in in Cert II Achievement Table

Table 3b First 50 VET schools - achievement

Rank	School	Number of students	Number of students achieving	%
1
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48

42 in Stage 3 75% Table

Table 2 First 50 WACE course examination schools (WACE Stage 3 course score of 65+)

Rank	School	Number of students	Number of students achieving	%
1
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6
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8
9
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15
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42

50 in Stage 3 65% Table

Table 1 First 50 WACE course examination schools (WACE Stage 3 course score of 75+)

Rank	School	Number of students	Number of students achieving	%
1
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ATAR 99+ Club

Kes Hunter, Qinhui (William) Chen and Clara Lee



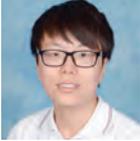


Year 12 Highlights



YEAR 12 SCHOOL AWARDS

DUX AWARD
Qinhui (William) Chen



RUNNER-UP DUX
Kes Hunter



RUNNER-UP DUX
Zhen (Jen) Huang



GENERAL STUDIES DUX
Tanya Lazarov



VOCATIONAL EDUCATION & TRAINING DUX
Ashleigh Hay



BHP BILLITON MINING TERTIARY SUPPORT GRANT
Zhen (Jen) Huang



WESTSCHEME DIVISION OF AUSTRALIANSUPER AWARD FOR EXCELLENCE IN VET
Haofeng (Frankie) Wu



SPORTSWOMAN OF THE YEAR
Raqeema Evans



SPORTSMAN OF THE YEAR
Harry Blanch



ARTS AWARD
Hannah Davidson



NORTH METRO REGION EXCELLENCE AWARD
India Hickey



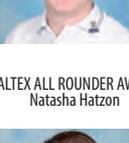
RALPH HONNER, DSO, MC, AWARD FOR ENDEAVOUR
Monroe Masa



CHRISTINE RICHARDSON CITIZENSHIP AWARD
Izaak Wesson



CALTEX ALL ROUNDER AWARD
Natasha Hatzon



BHP BILLITON MINING TERTIARY SUPPORT GRANT
Perry Walker-Marston



ADF LONG TAN LEADERSHIP & TEAMWORK AWARD
Tiana Ferguson



COMMUNITY SERVICE & PARTICIPATION AWARD
Constance McIntosh



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 54 students gained an ATAR of 90 or higher with 49.7% of students one of 80 or higher. This was better than 2014. Three students, Qinhui (William) Chen, Kes Hunter and Clara Lee, gained a 99 plus ATAR, a significant achievement.

Of the 2015 Year 12 cohort, 12 students gained Certificates of Commendation (10'A' Grades or better over Years 11 and 12). Twelve WACE subjects scored above the State average and eight were Top 10 Subjects: Economics, Engineering, French, Italian, Maths 3A/B, Maths 3C/D, Politics & Law and Psychology. Eight subjects gained a higher mean score than for similar schools.

A very important statistic is post-school acceptance. For university bound students 99.41% of eligible students were offered a place and 78.70% students their first choice. Of the students studying in a VET pathway 95.14% gained a Certificate II or higher. Of the students seeking to enter a STP (formerly TAFE) 87.87% of applicants were offered a place, with 78.78% their first preference. (Some students did not commence their STP course as they were offered and accepted a university place or employment.) These are very creditable results. Mount Lawley SHS successfully transitions its graduates to a post-school pathway of choice.

Factor	School Outcome	State Outcome	League Table Result
Graduation Rate	98.46	96.40	86
% of Students Gaining Scaled Score of at least 75% in a WACE Course	32.0	Not Reported	Not Tabled
% Students in Stage 2 Course with Score of at least 65%	27.27	31.72	68
% Students in Stage 3 Course with Score of at least 65%	31.21	33.30	50
% Students in Stage 2 Course with Score of at least 75%	6.49	11.51	91
% Students in Stage 3 Course with Score of at least 75%	11.46	12.52	42
% of WACE students in the top third of the State	36.0	Not Reported	Not Tabled
% Offered First Preference in a Tertiary Institution	78.70	76.76	Not Tabled
% Offered Place in a Tertiary Institution	99.41	102.25	Not Tabled
Median TER for WACE Students	79.95	79.10	Equal 39
% of Students Gaining an 'A' grade in a Stage 1 Course	24.0	Not Reported	Not Tabled
% Students Completing at least 220 Nominal Hours of VET Study	43.63	39.84	98
% Students Participating in VET	55.60	47.56	100
% of Students Achieving AQF Cert II or higher	95.14	41.62	48
% of Students Completing at least one UoC	55.60	47.78	100
% Offered First Preference in a TAFE	78.78	Not Reported	Not Tabled
% Offered Place in a TAFE	87.87	Not Reported	Not Tabled
% Completion Rate (55 ATAR or Cert 2)	94	88.1	Not Tabled

Summary of Key Year 12 Performance Indicators.

The school's median ATAR score was higher than the State. The median ATAR adjusted for socioeconomic and population factors is the measure that determines overall performance against similar schools. In 2015, Mount Lawley SHS gained the equal 39th highest ATAR in the state, which was above expectation. This is positive

For 2015, a 91% achievement of an ATAR of 55 or better is a good performance outcome as this is the minimum entry standard for university and 91% of students in the school's university pathway have the potential to undertake tertiary study – providing of course they have selected a course consistent with their ATAR and met pre-requisites.

A relatively new measure is the Attainment Rate. This is the percentage of students gaining an ATAR of at least 55 or a Certificate II qualification. The State result was 88.1%, however, Mount Lawley SHS attained 94%. This is a very positive result as it indicates the successful articulation post-school to a preferred study or employment pathway.

	2015
ATAR Median Relative Performance	-0.09
ATAR Change	↔
ATAR 55+	91%
Attainment (55+ and/or Cert II Completion)	94%

Year 12 School Performance in WACE Adjusted by SEI.

SUBJECT AWARDS 2015

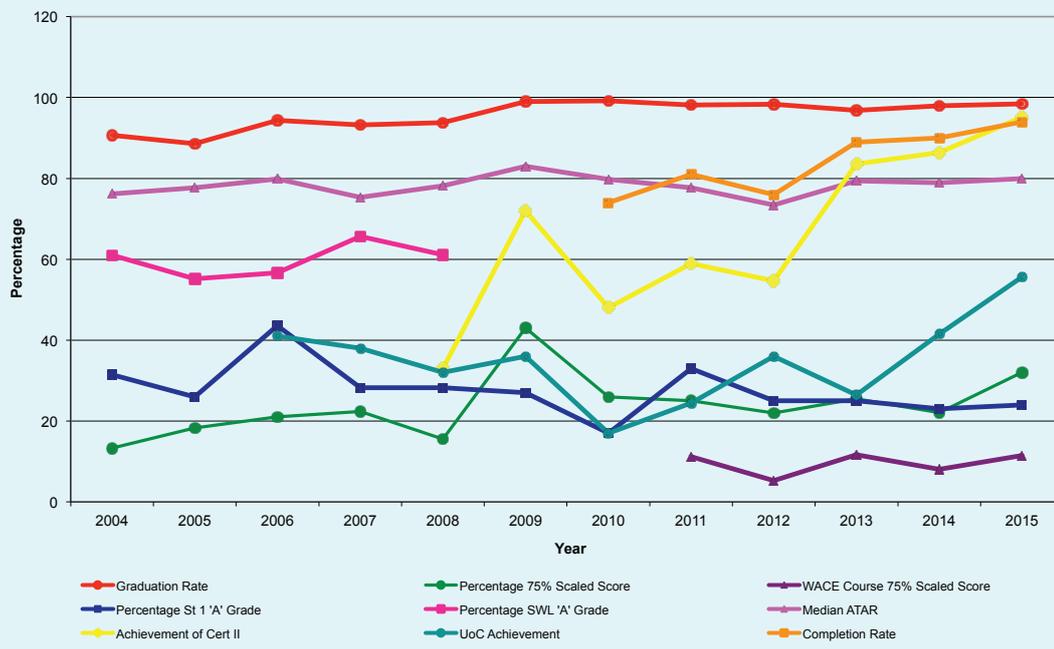
ENGLISH 1C/D Martin Bandoski	BUSINESS MANAGEMENT & ENTERPRISE 3A/B Chaz Carrington-Wilson
ENGLISH 2C/D Subodh Rijal	ECONOMICS 3A/B Qinhui (William) Chen
ENGLISH 3A/B Perry Walker-Marston	GEOGRAPHY 3A/B Stacey O'Dwyer
ENGLISH AL/D 3A/B Qinhui (William) Chen	MODERN HISTORY 1A/B Grace Emery
LITERATURE 3A/B Cheyenne Henderson-Watkins	MODERN HISTORY 3A/B Olivia Sandri
CHINESE BACKGROUND SPEAKERS 3A/B Zhen Huang	POLITICS & LAW 3A/B Chaz Carrington-Wilson
CHINESE SECOND LANGUAGE 3A/B Grace Xia	PSYCHOLOGY 3A/B Ruth Marcuson
FRENCH 3A/B Natasha Hatzon	CERTIFICATE II BUSINESS Grace Emery
INDONESIAN SECOND LANGUAGE 3A/B Cailie Ward	APPLIED INFORMATION TECHNOLOGY 3A/B Isaac Drew
ITALIAN 3A/B Emma Smith	DESIGN : PHOTOGRAPHY 3A/B Zak Tolly
CERTIFICATE II APPLIED LANGUAGES (Japanese) Hui Juan (Jossie) Tan	ENGINEERING STUDIES 3A/B Kieran Howells
MATHS 1D/E Aidan Taylor	CERTIFICATE II ENGINEERING Pathways Kieran Howells
MATHS 2C/D Elouise Wornor	CERTIFICATE II VISUAL ARTS (Photography) Qinhui (William) Chen
MATHS 3A/B India Hickey	CERTIFICATE II VISUAL ARTS (Technical Graphics) Zak Tolly
MATHS 3C/D Qinhui (William) Chen	CAREER LINK Tanya Lazarov
MATHS SPECIALIST 3C/D Lachlan Hutchinson	PHYSICAL EDUCATION STUDIES 1C/D Alexander Gerry
OUTDOOR EDUCATION 1C/D Jarrad Allery	FOOD SCIENCE AND TECHNOLOGY (HOSPITALITY) 1C/D Nicole Kress
PHYSICAL EDUCATION STUDIES 3A/B Madison Bostock	CERTIFICATE II COMMUNITY SERVICES Ashleigh Hay
CERTIFICATE II SPORT & RECREATION Natasha Hatzon	COMPUTER SCIENCE 3A/B Jordan Lovelle
BIOLOGICAL SCIENCES 3A/B Natasha Hatzon	CERTIFICATE II HOSPITALITY Jenna Waltman
CHEMISTRY 3A/B Qinhui (William) Chen	DRAMA 3A/B Natasha van Odyck
HUMAN BIOLOGICAL SCIENCE 3A/B India Hickey	MEDIA PRODUCTION & ANALYSIS 1C/D Alexander Dowsett
PHYSICS 3A/B Perry Walker-Marston	THE DON ROWE MEDIA PRODUCTION & ANALYSIS 3A/B Hannah Pfaff
INTEGRATED SCIENCE 1C/D Ashleigh Hay	MUSIC JAZZ 3A/B Jamie Simcock
ACCOUNTING & FINANCE 1A/B Natalie Deal	MUSIC WESTERN ART MUSICS 3A/B Mei Lyn Woon
ANCIENT HISTORY 1A/B Guinevere Rose	VISUAL ARTS 3A/B Jamie Simcock
ANCIENT HISTORY 3A/B Guinevere Rose	CERTIFICATE II LIVE PRODUCTION & SERVICES Gabrielle Iffla



Year 12 Highlights



Key Year 12 Performance Indicators for Mount Lawley SHS 2004-2015



The graph shows a series of performance measures over time. The Graduation or WACE achievement rate was better than the State's. The percentage of WACE course 75% plus scores improved over 2014 and saw the school placed in the two Stage 3 SCSA League Tables. Whilst 'A' grades in Stage 1 courses remained steady, Certificate II completion improved and the school was placed in this SCSA League Table. The Attainment Rate remained strong.



SCHOOL CURRICULUM AND STANDARDS AUTHORITY

TOP 10 WACE SUBJECTS

- Economics
- Engineering
- French
- Italian
- Maths 3A/B
- Maths 3C/D
- Politics & Law
- Psychology

WACE SUBJECTS ABOVE THE STATE AVERAGE

- Chinese SL S3
- Chinese BS S3
- Mathematics S2CD
- Mathematics Specialist S3CD
- Mathematics S3CD
- Mathematics S3AB
- Economics S3
- Engineering Studies S3
- Psychology S3
- Biological Science S3
- Italian S3
- Visual Art S3

WACE SUBJECTS ABOVE LIKE SCHOOL AVERAGE

- Chinese SL S3
- Psychology S3
- English S3
- Mathematics S3AB
- Applied Info Tech S3
- Economics S2
- Mathematics S3CD
- Visual Art S3



HONOURS SOCIETY

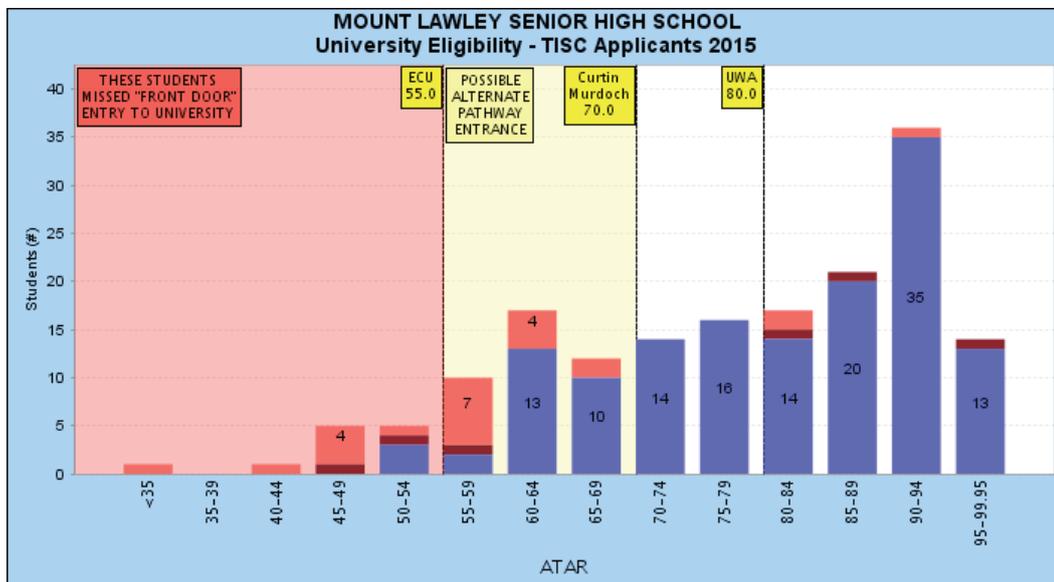


Twenty-five students were inducted into the Honours Society in 2015. This is the highest accolade, short of a subject award, that a student can win at the school.

90s CLUB



This is a society of Mount Lawley SHS students gaining an ATAR of at least 90. 54 members were inducted in 2015 - the most ever.



The above diagram shows the ATAR bands achieved by Year 12 students in 2015. The red box in the ATAR band is those students who did not achieve a scaled score of at least 50% in a Stage 2 or 3 English course. The cherry box shows those given a conceded 50% and who gained direct university entrance.

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

It was also noted that some ATAR students did not meet university entrance requirements 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

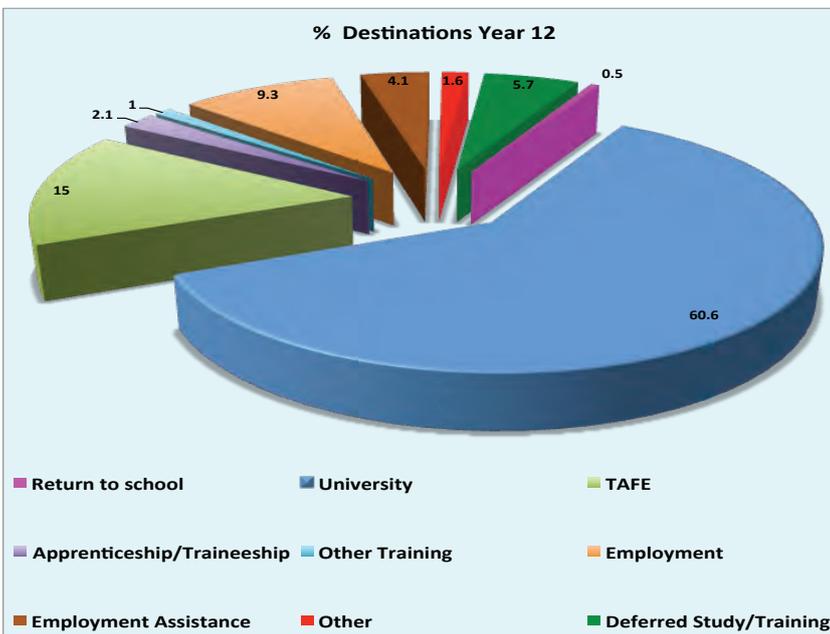


Course	Performance			Students		
	2013	2014	2015	2013	2014	2015
Applied Information Technologies	2	2	2	12	14	13
Biological Sciences	2	3	2	23	14	17
Chemistry	2	2	2	54	49	69
Computer Science	2			6		
Drama	2	2	2	16	10	18
Economics	2	2	1	48	30	21
English	2	2	2	152	104	149
English as an Additional Language / Dialect	3	2	2	26	31	23
Geography	2	2	2	23	14	10
Human Biological Science	2	2	2	59	32	70
Literature	2	2	2	17	8	30
Mathematics	2	2	2	170	130	178
Mathematics Specialist	2	2	2	18	19	27
Media Production and Analysis	2	2	2	17	16	12
Modern History	2	2	2	44	17	40
Music	2	1	2	10	7	7
Physical Education Studies		3	2		22	33
Physics	2	2	3	50	36	50
Politics and Law	1	2	2	11	7	14
Psychology	2	2	2	52	37	70
Visual Arts	2	3	2	9	15	15

WACE Examination Courses: Student performance Stage 2 and/or 3 Courses

KEY

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



YEAR 12 RESULTS

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

In 2015, Economics was accorded a "Green Box" as the mean score was more than the one standard deviation above the expected score (similar school score). A "Green" box is an outstanding result. One subject, Physics, gained a "Red" box as the school's mean was more than one standard deviation below the expected mean. This was a better result than 2014 when three subjects were "Red".

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 2015 were Hannah Davidson (Music) and Isobel Ciemitis (Art).

SAGITTE YOM-TOV AWARD

Sagitte Yom-Tov, a Mount Lawley SHS graduate (Class of 1993) passed away in 2013. She was an anthropologist and worked in Aboriginal communities. Her parents instituted two prizes to be awarded in the Follow the Dream program. As Sagitte was a passionate artist the school has named the Principal's Art Prize in her Honour. In 2015 the winner of the award was Jamie Simcock.



Certificate of Commendation



Madison Bostock



Chaz Carrington-Wilson



Qinhui (William) Chen



Natasha Hatzon



Agner Grieco Hazewinkel



Ashleigh Hay



Jadviga Kobryn-Colettei



India Hickey



Clara Lee



Monroe Masa



Perry Walker-Marston



Mei Lyn Woon



VISION EDUCATION SERVICE BRAILLE COMPETENCY LITERACY CODE



Competency Certificates Level 4 & 5
Vanessa Vljakovic
with Associate Principal



Years 7&9 NAPLAN Results



NAPLAN

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

In Year 7 the school's mean score in all five domains exceeded both state and national means. In terms of achievement of standards, the lowest percentage of achievement of the minimum standard was in Writing with the highest, Numeracy. In 2015, all students sitting the Numeracy component achieved at or above the standard. As some students were absent and did not sit the test, the school did not achieve a 100% attainment of the standard.

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

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

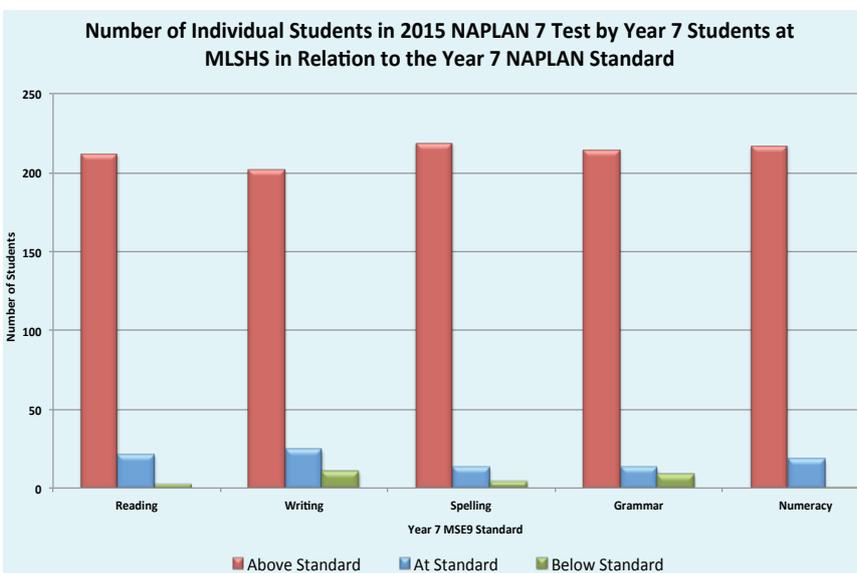
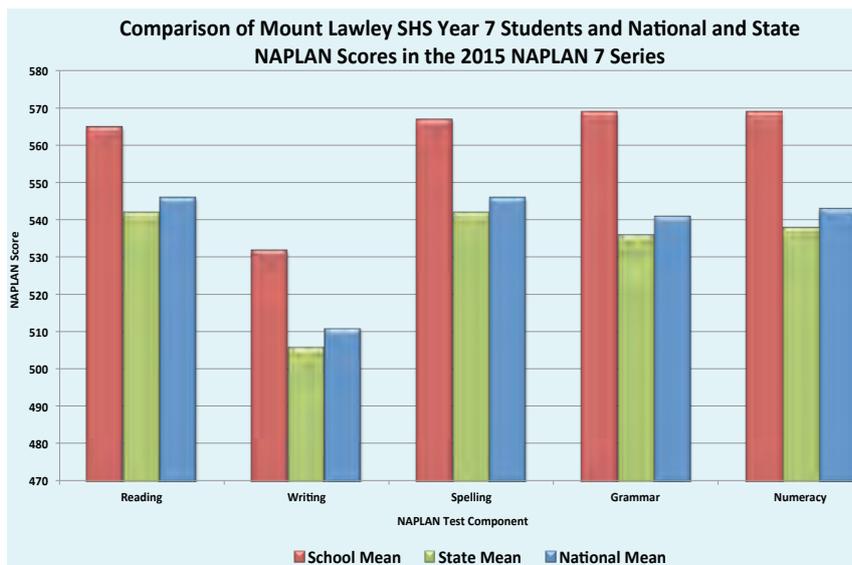
Achievement of standard was also excellent with three areas gaining 95% or higher. Writing at 92.62% was the lowest area in terms of achievement of standard.

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

Component	At/Above National Standard
	2015
Numeracy	96.31%
Grammar and Punctuation	93.44%
Spelling	95.08%
Writing	92.62%
Reading	95.49%

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

Component	At/Above National Standard		
	2013	2014	2015
Numeracy	88.88%	94%	95.90%
Grammar and Punctuation	97.77%	92.46%	95.90%
Spelling	91.48%	90.47%	93.85%
Writing	86.29%	90.07%	92.62%
Reading	90.00%	93.65%	95.49%



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.



WALTER HOREB LITERARY AWARDS



Peri (Prose)
Ruth & Kyle (absent) (Poetry)
with Mr Walter Horeb

ANDREW DAVIS AWARD



Hannah Davidson (Music) & Isobel Ciemitis (Art)
with Mr & Mrs Davis

SAGITTE YOM-TOV AWARD



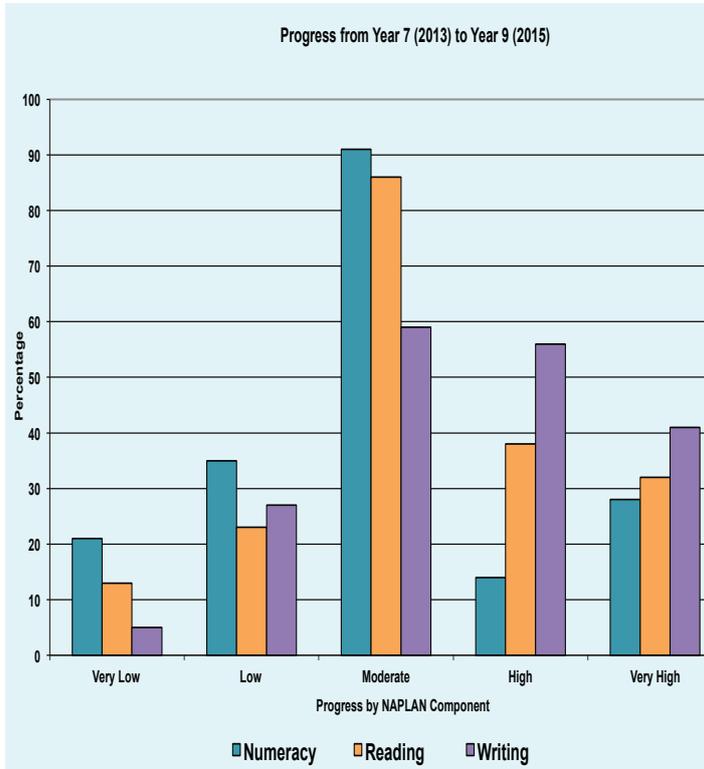
Jamie Simcock with Dr Carmela Yom-Tov & Mr Zvi Yom-Tov



Years 7 & 9 NAPLAN Results



NAPLAN YEARS 7 & 9



The final graph below shows a comparative between 2014 and 2015. This shows that for each year (2014 and 2015) the data uses that year and the previous one in determining comparative measures. In 2014, Numeracy progress was poor and the overall performance declined. With the improved result in Numeracy for 2015, the 2014 result still had an impact. The overall measure saw positive absolute and relative achievement. Overall progress in Year 9 saw a return to “Yellow” (although negative) rather the “Red” of 2014. Reading and Writing continued to perform well, with Writing the best NAPLAN domain. This measure shows Mount Lawley SHS is a solid performer in NAPLAN.

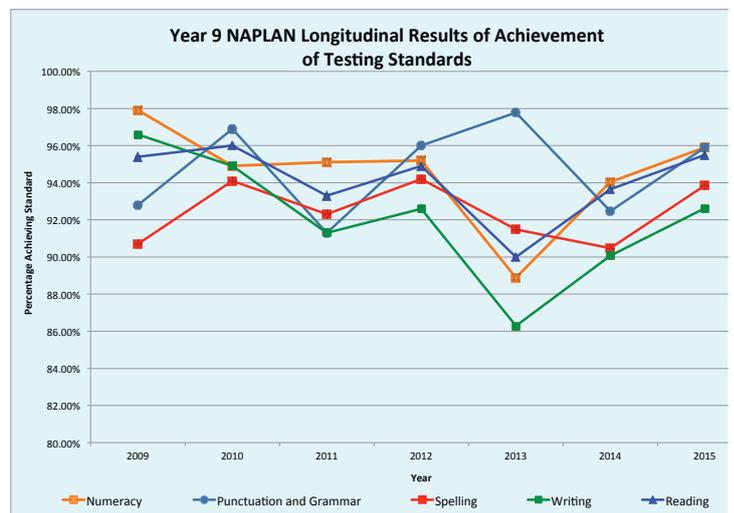
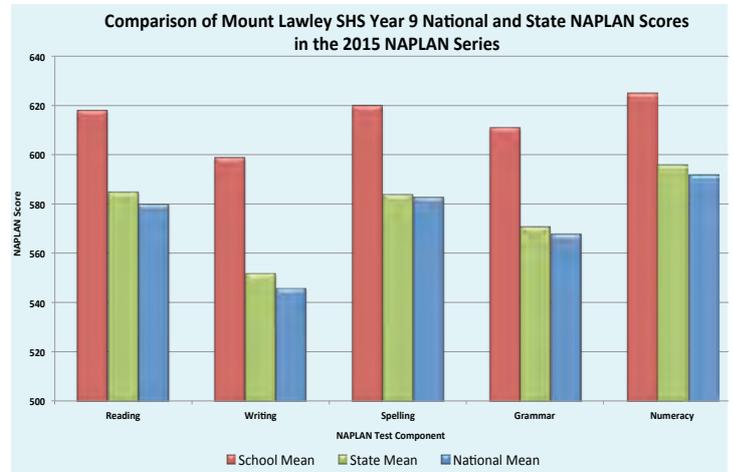
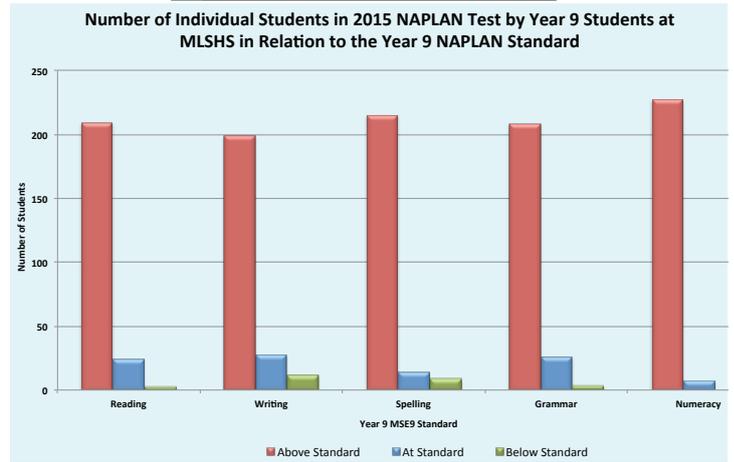
NAPLAN

	2014 (2013 - 2014)	2015 (2014 - 2015)
Overall Absolute Achievement	1.4	1.5
- Trend		↑
- Change		↔
Overall Relative Achievement	1.60	0.84
- Year 3		
- Year 5		
- Year 7		
- Year 9	0.50	0.43
Overall Progress	-1.01	-0.27
- Numeracy	-1.56	-0.83
- Reading	0.18	0.21
- Writing	0.93	0.81

Comparative Performance for Year 9

Year 9	Performance					
	2010	2011	2012	2013	2014	2015
Numeracy	0.0	0.6	-0.1	0.5	-1.6	-0.1
Reading	0.7	0.5	0.5	0.0	0.2	0.6
Writing	0.9	0.6	1.1	0.8	0.7	0.0
Spelling	0.2	-0.1	0.5	0.1	0.5	-0.1
Grammar & Punctuation	1.2	0.1	0.3	0.1	0.5	0.3

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





ABODA CONCERT BAND FESTIVAL



Mount Lawley SHS Senior String Orchestra 'Excellent' Award



Mount Lawley SHS Senior Concert Band 'Excellent' Award



Mount Lawley SHS Junior String Orchestra 'Excellent' Award



Mount Lawley SHS Junior Concert Band 'Excellent' Award

YEAR 7-10 PROGRESS

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

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

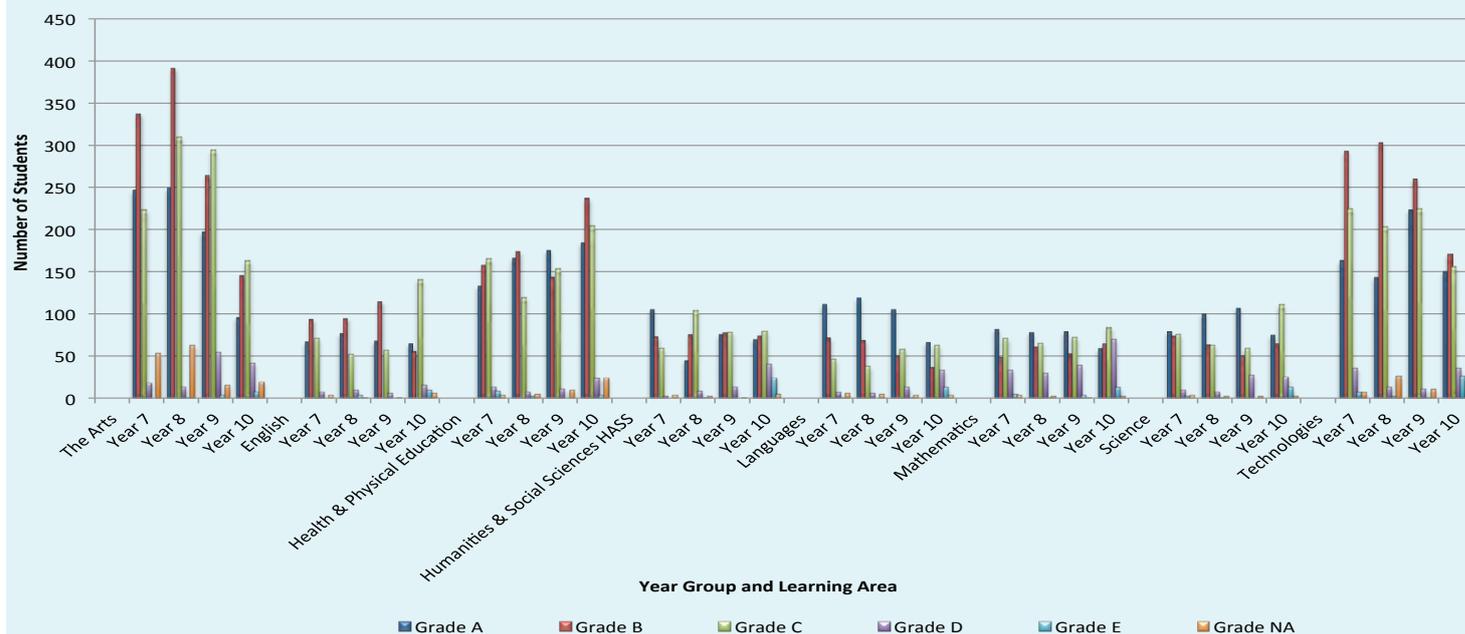
The Arts, Technologies and HPE learning areas have more grades awarded than enrolments but this is due to students completing more than one course. In Mathematics, English, Science and HASS (MESH) and Languages grading approximates enrolment.

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

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

Learning Area/ Year Group	Grade					
	A	B	C	D	E	NA
The Arts						
Year 7	246	337	223	17	0	53
Year 8	249	391	310	13	1	62
Year 9	197	264	294	54	3	15
Year 10	96	146	163	41	7	18
English						
Year 7	67	94	71	7	0	3
Year 8	77	95	51	9	3	1
Year 9	68	115	56	5	0	1
Year 10	65	56	140	15	9	5
Health & Physical Education						
Year 7	133	158	165	13	8	3
Year 8	166	174	119	7	2	4
Year 9	175	144	153	11	0	9
Year 10	184	237	204	23	3	23
Humanities and Social Sciences HASS						
Year 7	105	73	59	2	0	3
Year 8	45	76	104	8	1	2
Year 9	76	78	78	13	0	1
Year 10	70	74	79	40	23	4
Languages						
Year 7	111	72	46	6	1	5
Year 8	119	69	37	5	0	4
Year 9	105	51	58	13	1	3
Year 10	66	37	62	33	12	3
Mathematics						
Year 7	82	49	71	33	4	3
Year 8	78	61	65	29	1	2
Year 9	79	53	72	38	3	1
Year 10	59	65	83	69	12	2
Science						
Year 7	79	74	75	9	2	3
Year 8	100	64	62	7	1	2
Year 9	107	51	59	27	0	2
Year 10	75	65	111	24	13	2
Technologies						
Year 7	163	293	225	35	6	6
Year 8	143	303	203	13	2	26
Year 9	223	260	224	11	1	10
Year 10	150	171	156	35	26	20

Grades Awarded to Students at Mount Lawley SHS in 2015



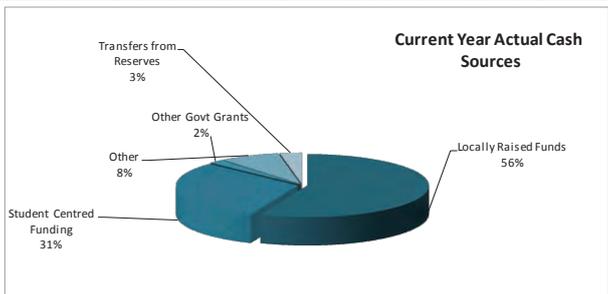


Finance Report

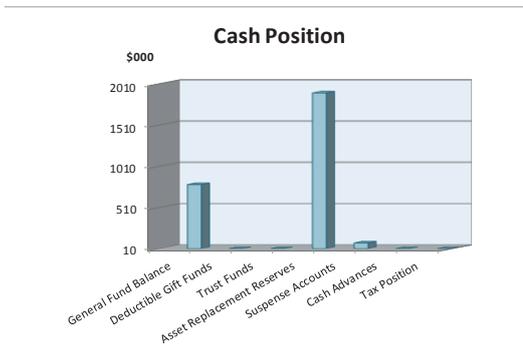


FINANCE REPORT: Financial Summary as at 31 December 2015

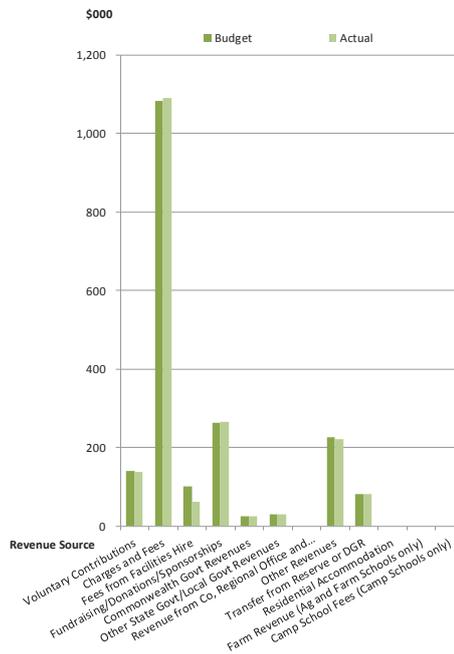
Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 139,797.00	\$ 138,570.43
2 Charges and Fees	\$ 1,083,662.00	\$ 1,089,966.69
3 Fees from Facilities Hire	\$ 100,818.00	\$ 60,859.04
4 Fundraising/Donations/Sponsorships	\$ 264,396.00	\$ 264,450.60
5 Commonwealth Govt Revenues	\$ 25,938.00	\$ 25,937.50
6 Other State Govt/Local Govt Revenues	\$ 29,762.00	\$ 29,761.55
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 226,758.00	\$ 220,743.46
9 Transfer from Reserve or DGR	\$ 81,596.00	\$ 81,596.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,952,727.00	\$ 1,911,885.27
Opening Balance	\$ 777,411.00	\$ 777,411.34
Student Centred Funding	\$ 849,040.00	\$ 849,039.81
Total Cash Funds Available	\$ 3,579,178.00	\$ 3,538,336.42
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 3,579,178.00	\$ 3,538,336.42



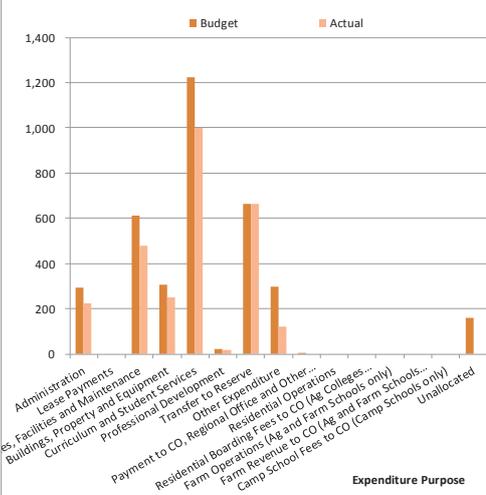
Expenditure	Budget	Actual
Administration	\$ 292,250.16	\$ 221,895.89
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 613,720.41	\$ 479,615.08
Buildings, Property and Equipment	\$ 307,364.52	\$ 248,867.40
Curriculum and Student Services	\$ 1,222,671.91	\$ 1,000,950.53
Professional Development	\$ 20,000.00	\$ 17,156.94
Transfer to Reserve	\$ 662,580.00	\$ 662,580.00
Other Expenditure	\$ 299,121.00	\$ 119,899.21
Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Unallocated	\$ 157,570.00	\$ -
Total Goods and Services Expenditure	\$ 3,579,178.00	\$ 2,750,965.05
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 3,579,178.00	\$ 2,750,965.05



Contingencies Revenue - Budget vs Actual



Contingencies Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 2,749,951.60
Made up of:	\$ -
1 General Fund Balance	\$ 787,371.37
2 Deductible Gift Funds	\$ 2,881.55
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,898,210.64
5 Suspense Accounts	\$ 78,516.04
6 Cash Advances	\$ 900.00
7 Tax Position	\$ 16,128.00
Total Bank Balance	\$ 2,749,951.60

ARTHUR LEGGETT, OAM, ED WRITING PRIZE



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

ROTARY 4WAY SPEAKING COMPETITION



Olivia with Mr Mr Jerry Pilcher & Mr Hank De Smit Rotary Club of Mt Lawley

UNSW EDUCATIONAL ASSESSMENT AUSTRALIA

UNSW ENGLISH ICAS AWARDS

YEAR	H/DIST	DIST	CREDIT	MERIT
7	1	6	27	5
8		8	29	5
9	1	9	13	9
10	1	4	15	3
11		0		11

UNSW SCIENCE ICAS AWARDS

YEAR	H/DIST	DIST	MERIT	CREDIT
10		2	1	7
11		1	4	4

UNSW CHEMISTRY ICAS AWARDS

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



SCIENCE SCHOLARSHIPS

Samuel Y7 and Bojana Y10
with Ms Cathrine Smith

THE CHINESE LANGUAGE TEACHERS' ASSOCIATION OF WA (INC.) 西澳中文教师学会

STATE CHINESE BACKGROUND STUDENTS STORY TELLING



COMPETITION

1st Place Yiming Year 11 & 2nd Place Kexin Year 11

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

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

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



General



AUSTRALIAN MATHEMATICS COMPETITION

YEAR	H/DIST	DIST	CREDIT
12	2	5	2

AUSTRALIAN NATIONAL CHEMISTRY QUIZ

1 DISTINCTION
1 CREDIT



LANGUAGE PERFECT WORLD CHAMPIONSHIPS

Global Ranking: 82nd Chinese
Global Ranking: 159th Italian
1 Elite Award (Top 0.3%)
2 Gold Award (Top 2%)
1 Bronze Award (Top 10%)
10 Credit Awards (Top 20%)

STATE CHINESE WRITING COMPETITION



1st Place Kexin Year 11 &
2nd Place Zhen Year 12

ITALIAN DANTE ALIGHIERI STATE ITALIAN EXAMS



Kes & Elouise Equal 2nd in State
Emma & Clara High Distinction
with Associate Principal
Julie Simon

ALLIANCE



FRANÇAISE EXAMS

Distinction Award Stage 3



Ottilie Fugi
with Associate Principa
Julie Simon

EDUCATION PERFECT MATHS CHAMPIONSHIPS

Credit Award



Top 20% in the world
Levi with
Associate Principal Julie Simon

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

Where possible if Charges are not paid, students are not enrolled in very high cost options (subjects such as Outdoor Education). However, due to timetable constraints this is not always possible. Where Charges are not paid the school reserves the right to refer parents to a collection agent. This is consistent with the Act, Regulations and policy.

Many parents have also been generous in supporting programs such as the Chaplaincy, Healthy Active and the Technology and Literacy/Numeracy funds. Whilst the school was supported by the state government's Chaplaincy fund in 2015, parent assistance is useful in delivering this service to students. Funds from the literacy program support the bike club program whilst the technology program supports a range of initiatives in classrooms. These funds are not used for administrative purposes.

STUDENT PARTICIPATION TRENDS

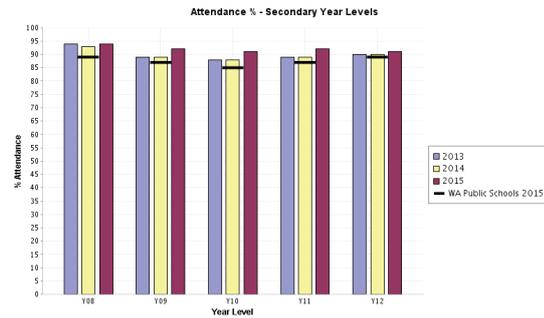
In 2015 the percentage attendance of students at Mount Lawley exceeded State percentage for both Aboriginal and non-Aboriginal students but below similar schools for non-Aboriginal attendance. The average attendance rate for all students was 89.7%. Whilst exceeding the State it is noted that a better attendance rate in all years, especially in upper school is required. This is a concern as failing to attend school has a likely adverse impact on academic results. Attendance of students was an identified school priority for 2015 and will continue to be in 2016. 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

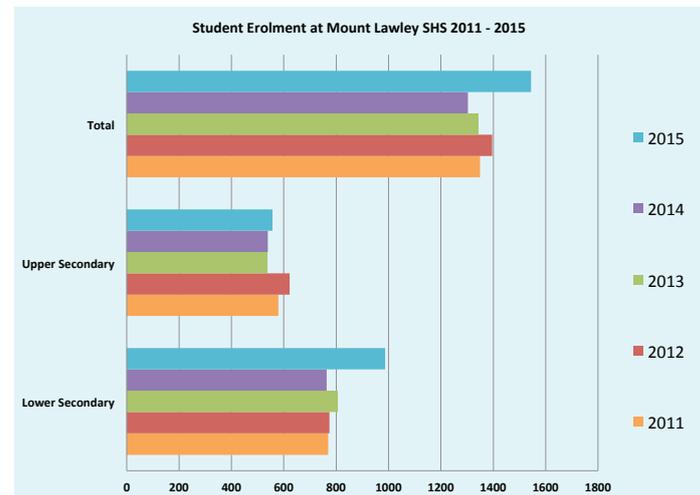
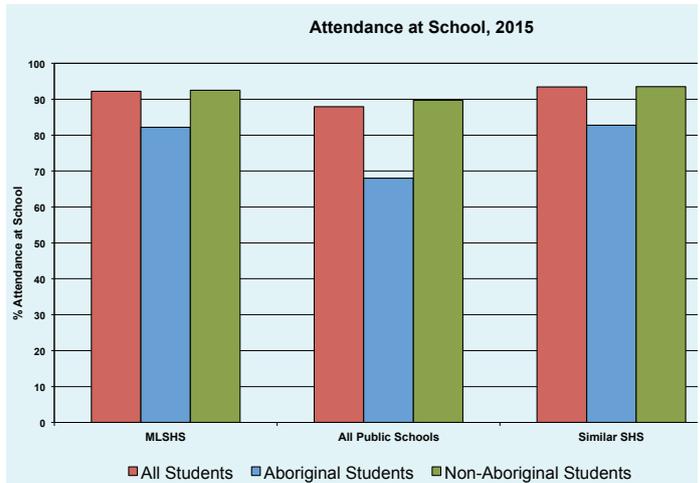
In 2015 there was a small reduction (50 students) in the Senior School reflecting fewer students in the half cohort, however, enrolments continued to be high. This is a factor of the school's reputation in the community and of course of the demographics of an expanding urban area. Mount Lawley SHS is a school of choice and is in high demand. The intake in Year 8 and Year 9 is capped at 256. In Years 10 and 11 more students are able to enter and this factor leads to an increase over Middle School. The school usually has a large waiting list of students seeking to enter in Year 8. Not all applications in Year 10 can be accepted either due to accommodation pressures. Sibling enrolment is no longer guaranteed.

STUDENT RETENTION TRENDS

Lower secondary had 1,013 students enrolled and upper secondary 533 students enrolled. The retention rate for this cohort from Year 8 to Year 10 was 108% and from Year 8 to Year 12, 93%. This indicates a solid retention as well as strong demand for places at Mount Lawley Senior High School, a school of choice.



	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2013	94%	89%	88%	89%	90%	90%
2014	93%	89%	88%	89%	90%	90%
2015	94%	94%	92%	91%	92%	91%
WA Public Schools 2015	91%	89%	87%	85%	87%	89%



MIDDLE SCHOOL DUX



Alannah with Ms Julie Simon Associate Principal

MIDDLE SCHOOL SVAPA AWARD



Lauren with Mr Jason Dallman, Convenor SVAPA Parents Group

PETER SPARBIER SCHOLARSHIP



Rachel with Mr Ric Marcon

ALMA PORTER AWARD



Leah with Ms Anne Gilchrist

ROTARY CLUB OF MT LAWLEY STUDENT OF THE YEAR



Sara with Mr Larry Manno Rotary Club of Mt Lawley

DES BEARD MIDDLE SCHOOL CITIZENSHIP AWARD



Alliana with Mr Arthur Leggett



General



VALUE ADDING

Mount Lawley SHS adds value through the provision of a wide range of programs, services to students and extra-curricula offerings. The latter include after school sporting teams, after school tutoring seminars and a CadetsWA unit (Bush Ranger Cadets). The P & C supported Achievement Club where students receive tutoring support from staff is also available. The school subsidises a range of competitions and encourages excellence through its programs.

The school also offers the GAT Language, SVAPA and Jazz Music programs. The Aboriginal Excellence Program is also available for eligible students and the school manages the Departments' Follow the Dream Outreach program. In 2015 this was in partnership with the Graham (Polly) Farmer Foundation.

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

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

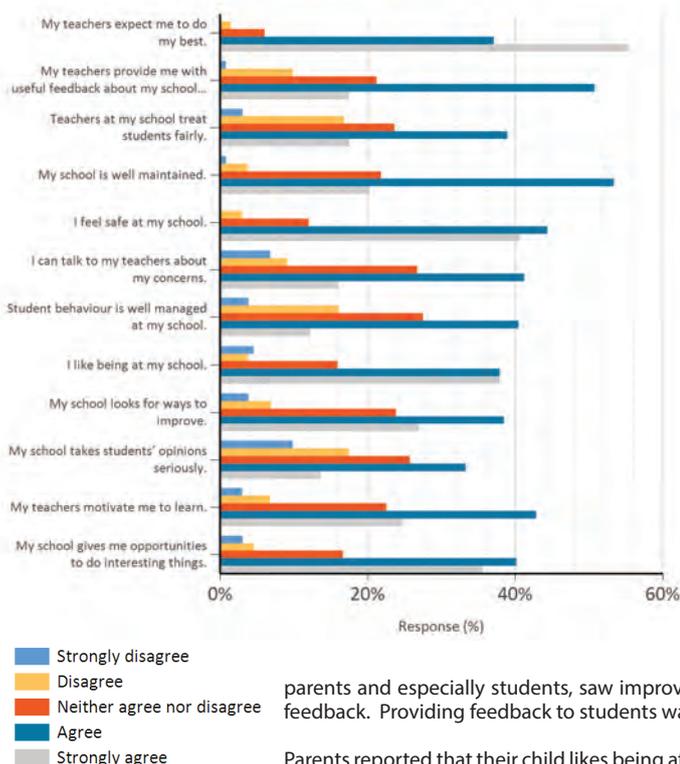
	Days/Cost
Number of Teaching Staff (full-time equivalent)	97
Minimum Days	7
Average Salary	\$550
Total PL Expenditure	\$373,450

STAFF NUMBERS 2015

Staff Information	Total Numbers
Administration Staff	17
Teaching Staff	81
School Support Staff	49
TOTAL	147

During 2015 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 2015 this amounted to over \$90,000.

Mount Lawley SHS Student National School Opinion Survey 2015



parents and especially students, saw improvement as did the student position on feedback. Providing feedback to students was a focus for staff in 2015.

Parents reported that their child likes being at Mount Lawley SHS and that generally,

AUSTRALIA-CHINESE BRIDGE (HANYU QIAO)
State & National Chinese Proficiency Competition for Foreign Students,
Adelaide, Australia
1st State & 1st National
William Year11

HANYU QIAO INTERNATIONAL COMPETITION, YUNAN CHINA
3rd Place
William Year11

AUSTRALIAN-CHINA FRIENDSHIP SOCIETY CHINESE AWARD

Zachary Year 10
Van Year 9
Greta Year 8 (*absent*)
Anada Year 7
with Mr Garath Mouncey (Education Coordinator)
Australian China Friendship Society (ACSF)

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



Year 11/12 Team - State Grand Finalist Runner Up.
Olivia Sandri, Chaz Carrington-Wilson, Jadviga Kobryn-Coletti, Sophia, Luisa, Shaun and Aisha .
Coaches: **Rhiarne Bruce & Rosie Blakey-Scholes**
from Thompson Downey Cooper & * Jackson McDonald



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



Jasmine
with Ex-Prisoners of War Association
Secretary, Captain Ray Gallioth RFD



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



Aaron (Year 10)
Tiana Ferguson (Year 12)
with Warrant Officer John Scarfe
HMAS Stirling

YEAR 10 SVAPA AWARD



Jessica
with Mr Dallman Convenor
SVAPA Parents' Group

**DEPARTMENT OF EDUCATION
ROY GRACE SCHOLARSHIP**



Peri
with Mr Lindsay Hale, Executive Director,
Statewide Services

parent opinion is given due consideration and that there is satisfaction with their child's progress. Students acknowledged well that their teachers expected them to do their best. School operations were well regarded by both parents and students.

In the staff section, teachers felt that parents felt confident in speaking to them, however, they would appreciate improved feedback on performance and opinions being given due consideration. These concerns could be addressed through active engagement in performance management processes and participation in forums such as committees

SCHOOL BUSINESS PLAN PRIORITIES

2015 marked the first year of the 2015 – 2017 School Business Plan. The new plan was developed through a consultative process engaging with staff and members of the Board. The four priorities were developed from reflective processes associated with self-assessment of the last plan.

ACADEMIC ACHIEVEMENT

In 2015 the school gained excellent academic results, being placed in the VET Achievement and both Stage 3 Achievement league tables. The median ATAR was better than the State and the Attainment rate (public schools only) was higher than most others. The Mean Scores in both Years 7/9 NAPLAN were at least 3% above the National Mean, which is the SBP target.

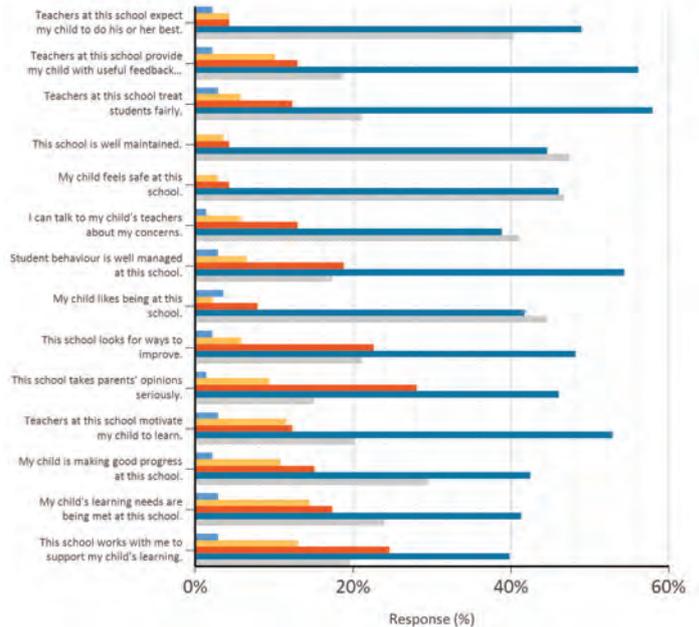
In NAPLAN the Writing performance is superior to many schools. There is considerable effort by all teachers to follow a whole-school plan and improve the writing ability of students. It is a critical life and educational tool and skill development will remain a feature of the school.

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

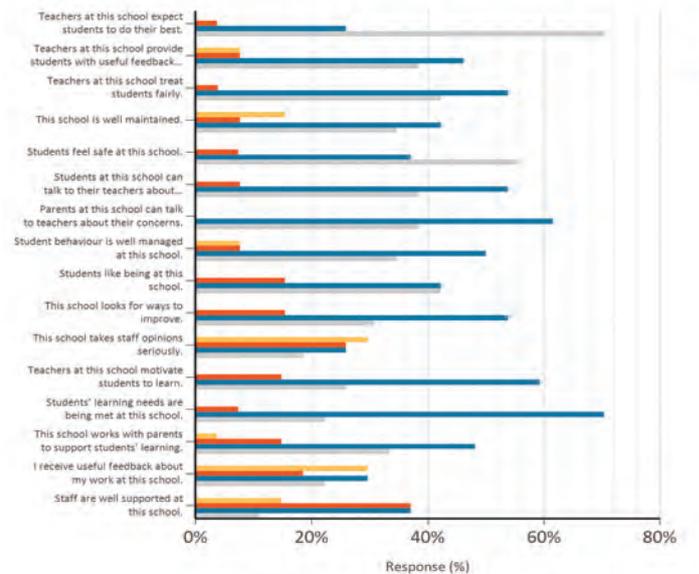
Students with special needs, including at-risk, Gifted and Talented, SVAPA and Aboriginal students were all supported by relevant strategies. A range of competitions were undertaken with student entry subsidised in many cases.

In 2015 the school leadership group considered the ACER National School Improvement Tool. The initial step was to self-assess the school's current position against the tool and then, develop strategies to improve. Level 3 staff will include strategies to improve against the tool's 9 factors in operational plans. This provides the mechanism to deliver the improvement agenda.

Mount Lawley SHS Parent National School Opinion Survey 2015

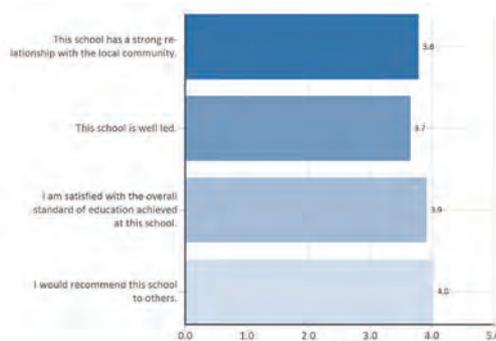


Mount Lawley Senior High School Staff National School Opinion Survey

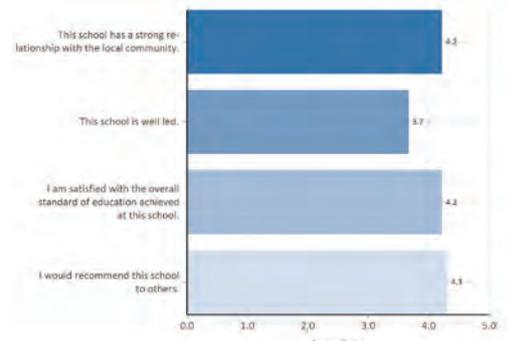


2. Please rate the items below.

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



Parent Response



Staff Response



General



CLASSROOM PRACTICE

One of the strategies in the school's Good to Great mantra is improving teaching and subsequently, learning. A School Pedagogical Framework was finalised and serves as the foundation for teacher performance management. Peer observation plays an important role in performance management and is linked to the national AITSL standards. Feedback is provided to teachers from their peers as well as their immediate supervisor. For those who participated in the ECU partnered video program, individual teachers can watch video clips and self-assess their teaching practice. The school also finalised the Classroom Climate program that is supported by Curtin University. This enables self-assessment of lessons.

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

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

The school's professional development program is focused on assisting teachers improve skills. As part of the program to enhance classroom practice, a Level 3 Program Co ordinator was appointed to promote improved classroom practice. He has the lead on the school's approach to peer observation and classroom climate. A number of teachers have participated in the latter and all, the former. On School Development Days (SDD) staff undertake professional learning across a range of topics including ITC, literacy and differentiated curriculum. Staff with particular expertise present to their peers. In 2015, noted Canadian classroom practitioner, Mr Barrie Bennett, delivered a master class in instructional techniques to all teachers at the school

STUDENT ENGAGEMENT AND WELLBEING

In 2015, the school achieved all attendance targets – 90% overall and 90% in each year group. Improving student attendance has been an important goal as students being in class matters. Students with poor attendance are supported, at time where relevant, through the Attendance Panel process.

The school has a well-accepted uniform code that enjoys good support from parents. The school's behaviour code for students is likewise supported. The school's approach to dress and behaviour contribute to the positive learning behaviour.

Bullying prevention strategies are applied to ensure the school environment is safe for students. Bullying is not tolerated. A key performance indicator is that the school scores a minimum of 3.5 in that student component of the National School Opinion Survey. In 2015, this was exceeded indicating students believe bullying is managed well within the school.

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

PARTNERSHIP

The school works successfully with a range of groups to offer opportunities for students. This includes employers for work placement for students, universities and community groups such as Rotary.

As a school that is now in its 61st year, it is recognised it has an impressive alumni. Work to engage with former graduates continues and is heightened in 2015 with the employment of an Alumni Co-ordinator. The outstanding Sea Explorers program where former students (Class of '69) mentor current students is an example of what is possible.

Parents play a very active role in the school and add value to key programs through support groups. These support Languages, SVAPA and Music. A further example of parent engagement is the Lawley Art Auction. This is one of the most successful community art auctions in the state and over the past few years has contributed more than \$20,000 annually to the school's art programs. The school has sister school arrangements in China, Timor Leste and Korea. Teachers work with organisations such as the Confucius Institute to improve programs.

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

A vital partnership in the school is that between teachers and parents. It is school mantra that parents should not be surprised at reporting times. Parents are able to use meetings, email and telephone conversations to discuss issues concerning their children.

P & C / SCHOOL BOARD

The school community was well served by its P&C led well by Ms Jo Furness, the President. Her hard working committee provided great support to her and the school. The School Board chaired by Dr Jenny Fay also made a very valuable contribution. The assistance of the parent volunteers serving on these groups is warmly acknowledged. The P&C parent support groups added value to the school's Languages program, SVAPA and Music. The Community Art Auction, managed totally by a parent committee is an outstanding success and raises significant funds for Music and SVAPA.

AWARDS AND ACHIEVEMENTS

A number of students achieved excellent results and some also won awards. These are foregrounded in this ASR. Mount Lawley Senior High School enjoyed a very solid year in 2015 adding value to its students. In 2015 Mount Lawley Senior High School operated within the Independent Public School framework and delivered good service to the community.

MICHAEL SUTHERLAND, MLA SCHOLARSHIP FOR HUMANITIES



Michael Y7 & Amara Y11
with Mr Michael Sutherland, MLA



EDITH COWAN UNIVERSITY CITIZENSHIP AWARD



Ciara
with Dr Mandie Shean

ROTARY CLUB OF MT LAWLEY MUSIC SCHOLARSHIP



Clancy
with Mr Brian Copping & Mr Ian Murray
OAM Mt Lawley Rotary Club

ROTARY CLUB OF HEIRISSON SCIENCE SCHOLARSHIP



Abbey
with Mr Greg Hunter, President,
Rotary Club of Heirisson

ANNE GRIFFITHS SCHOLARSHIP FOR VOCATIONAL EDUCATION



Ambika
with Ms Anne Griffiths