The 2011 Annual School Report is presented for perusal by parents and community members. The report includes the requirements for school reporting.

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

THE SCHOOL
Mount Lawley Senior High School provides a comprehensive educational program for the suburb and surrounding areas, including Inglewood, Mount Hawthorn, North East Perth, Yokine, Dianella, Maylands and Leederville. It is one of two Gifted Language schools in the State and this, and the Jazz Music and Special Visual and Performing Arts (SVAPA) programs, attract students from a wider range of suburbs to take advantage of the school’s sound academic reputation. Over 1,400 students were enrolled at the school during 2011.

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.

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 Years 11/12 students can select from a wide range of WACE courses. They may also choose to complete Workplace Learning and Certificates from the training curriculum. Parents have high expectations for their children and support the university, TAFE, traineeship and employment pathways that are available. The Certificate IV in Jazz, Contemporary Music and Classical Music is also offered in collaboration with WAAPA at Edith Cowan University. This is the only school in the State able to offer this course.

The Language program is available to students from Years 8-10 who gain entry through state-wide testing under the Gifted and Talented Education (GATE) program. In Years 8-10, the SVAPA (Specialist Visual And Performing Arts) and Jazz Music courses are also offered.

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. An AIEO supports Aboriginal students. Students at Mount Lawley Senior High School are also supported by a dedicated Student Services team, staffed by specialists, who are able to provide a wide range of support for students.

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

2011 OUTCOMES
The outcomes achieved by students in 2011 were sound. The school’s Year 12 WACE performance exhibited variable results, however, it was noted for some very strong individual and subject performances.

The Graduation rate and Median ATAR were similar to the previous year. Stage 1 results exhibited variable results, however, it was noted for some very strong individual and subject performances. The Graduation rate and Median ATAR were similar to the previous year. Stage 1 results exhibited variable results, however, it was noted for some very strong individual and subject performances.

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**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, 34 students gained an ATAR of 90 or higher with 44.6% of students with one of 80 or higher. (This is the lowest ATAR that will lead to entry in any WA public university.)

Of the 2011 Year 12 cohort, 15 students gained Certificates of Excellence (18 A’ Grades or better over Year 11 and 12) an increase in number over 2010. Ten WACE subjects scored above the State average. Three WACE subjects were in the Top 5. Five subjects were better than those results for similar schools.

Perhaps the most outstanding statistic is post-school acceptance. For university bound students, 92.18% of eligible students were offered a place and 63.28% students their first choice, again, a better result than 2010. Of the students studying in a VET pathway, 58.94% gained a Certificate II course or higher. Of the students seeking to enter a STP, 93.10% of applicants were offered a place, 72.41% their first preference. (Some students did not commence their STP course as they were offered, and accepted, a university place or employment.) Mount Lawley SHS successfully transitions its graduates to a post-school pathway of choice.)

### Summary of Key Year 12 Performance Indicators.

<table>
<thead>
<tr>
<th>Factor</th>
<th>School Outcome</th>
<th>State Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Gaining a Grade of at least 75% in a WACE Course</td>
<td>26.54</td>
<td>Not Reported</td>
</tr>
<tr>
<td>% of Students in Stage 2 Course with a Score of at least 75%</td>
<td>33.98</td>
<td>41.74</td>
</tr>
<tr>
<td>% of Students in Stage 3 Course with a Score of at least 75%</td>
<td>4.00</td>
<td>8.06</td>
</tr>
<tr>
<td>% of WACE Students in the top third of the State</td>
<td>11.14</td>
<td>14.72</td>
</tr>
<tr>
<td>% of Students Completing at least 220 Nominal Hours of VET Study</td>
<td>23.04</td>
<td>22.64</td>
</tr>
<tr>
<td>% of Students Participating in VET</td>
<td>24.42</td>
<td>36.52</td>
</tr>
<tr>
<td>% of Students Completing at least one STP</td>
<td>38.74</td>
<td>18.32</td>
</tr>
<tr>
<td>% of Students Completing at least one STP</td>
<td>24.42</td>
<td>36.54</td>
</tr>
<tr>
<td>% of Students Completing a STP (TAFE)</td>
<td>66.67</td>
<td>Not Reported</td>
</tr>
<tr>
<td>% of Students Completing a STP (TAFE)</td>
<td>90.91</td>
<td>Not Reported</td>
</tr>
<tr>
<td>% Competition Rate (55 ATAR or Cert 2)</td>
<td>81.00</td>
<td>60.80</td>
</tr>
</tbody>
</table>

The school’s median ATAR score was slightly below that for the State. The median ATAR, adjusted for socioeconomic and population factors, is the factor that determines overall performance against similar schools.

For 2011, the resulting outcome of 0.2 of a Standard Deviation above the mean, is a strong result when compared to like schools.

In 2011, Mount Lawley SHS achieved a good result in terms of comparison to similar or like schools.

A relative 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 at 60.8%, however, Mount Lawley SHS attained 81%. This is a significant result as it indicates the articulation post-school to a preferred study or employment pathway. The school’s result was one of the best in the state.
The graph above shows a series of performance factors over time. Whilst the percentage of students gaining 75% in a Stage 2/3 course was consistent with 2010, the percentage of Stage 1'A' grades rose. Certificate II success rate is a factor first reported in 2009. It will be noted that whilst 2009 was a seminal one for the school, the results from 2011 are similar to 2010. The Graduation Rate, in particular, has shown a persistent improvement. For 2011 it was again safely above the level for the State. The intent remains to gain a 100% Graduation rate.

The above diagram shows the ATAR bands achieved by Year 12 students in 2011. 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.

There was an increase in the number of students over 2010 and this suggests a re-focus on the requirements of the school's literacy and writing frameworks.

It was also noted that some ATAR students did not meet university entrance requirements. This suggests that they were in an incorrect pathway for their ability level. Several of these students did not achieve the ‘C’ grade requirement for Graduation. Parents need to be mindful of advice from staff in subject selections.
Year 12 Highlights

### DESTINATION OF YEAR 12 STUDENTS

The graph below shows the destinations of the 2011 cohort of Year 12 students. This was undertaken through some personal contact and data analysis from TISC and State Training information. It shows that the former students entered a wide range of post-school options. Most entered a destination of choice with many continuing with some form of education or training.

### YEAR 12 RESULTS

This table shows the performance of subjects compared to similar schools to Mount Lawley SHS. Over the past few years student performance has improved. In 2011, all subjects that were considered performed consistently to like schools, except Modern History.

### COURSE PERFORMANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>2</td>
<td>49</td>
<td>62</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>20</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>25</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
<td>93</td>
<td>136</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>20</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Human Biological Science</td>
<td>2</td>
<td>2</td>
<td>63</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>2</td>
<td>22</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
<td>166</td>
<td>141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Specialist</td>
<td>2</td>
<td>2</td>
<td>21</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>23</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>2</td>
<td>2</td>
<td>47</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>2</td>
<td>44</td>
<td>50</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
<td>2</td>
<td>22</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Above Expected** - more than one standard deviation above the predicted school median

**Expected** - within one standard deviation of the predicted school median

**Below Expected** - more than one standard deviation below the predicted school median

No data available or number of students is less than 10

---

### INSTITUTE OF CHARTERED ACCOUNTANTS IN AUSTRALIA

**STUDENT PROGRAM**

Akaasha Nadeem

with Ms Zaffino & Mr Butcher

### ENGINEERS AUSTRALIA

**CERTIFICATES OF EXCELLENCE FOR SCIENCE AND MATHEMATICS**

Achievement at least 75% in all of 4 subjects:
- Chemistry
- Physics
- Two specialist Mathematics

Kevin Hu
Nihi Lu
Langdon Heath
Cameron Furness

### WALTER HOREB LITERARY AWARDS

Alana Temple (Poetry)
Josh Penkin (Prose)

### THE LAW SOCIETY

**POLITICS & LAW CERTIFICATE OF EXCELLENCE**

Safian Paul

with Associate Principal Bev Burside

### MASTER PLUMBERS ASSOCIATION

**HIGHEST ACHIEVER AWARD**

Chris

with Mr Michael Crichton
Schools Program Coordinator
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 show school performance in these assessments.

The cohort achieved good results in both test series. The mean score of the school in all tests exceeded the State and Nation, a number significantly. Performance was consistent with similar schools. The My School site, based on NAPLAN results, also showed that the Mount Lawley SHS performance was comparable to the national set of similar schools that compare 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 that year performed well.

The NAPLAN results for the 2011 cohort can be mapped to when the cohort was in Year 7 (2009) 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 that in the two areas mapped, Mount Lawley SHS exceeded the progress that could be expected.

The staff in the Middle School worked with the students and ensured that their progress and development was excellent. The student results in this domain again support the contention that the 2011 Year 9 cohort performed well.

Year 9 performance shows that Mount Lawley Senior High School students consistently perform above the standards in all areas of NAPLAN, both Literacy and Numeracy. In terms of overall NAPLAN performance and compared to like schools, Mount Lawley SHS gained a ‘Green’ box - far better than expected performance.

The two 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.

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.

ABCDEV

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.

Comparison of Mount Lawley SHS & NAPLAN and MSE9 performance in 2011. This table shows to percentage of students reaching or bettering the test standard.

Comparison of Mount Lawley SHS & NAPLAN and MSE9 performance in 2011. This table shows to percentage of students reaching or bettering the test standard.
Committed to…
maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners

Years 9 NAPLAN Results

YEAR 9 STUDENT PERFORMANCE CONT.
The first two graphs on this page show the number of students meeting or exceeding NAPLAN and MSE 9 standards.

The next set of graphs below show achievement in the NAPLAN test in 2011 and progress from Year 7 to Year 9. The black dashed line indicates State expectations.

In both domains - Mount Lawley SHS students achieved better progress than expected. The school ‘added value’ to its Year 9 cohort of 2011.

The table below shows that the school’s NAPLAN result is better than expected. In 2011 writing performance was no longer considered in terms of ‘value add’. This was due to a change in the writing genre used for 2011.

Graph 1: Achievement in Reading - 2011
Graph 2: Achievement in Numeracy – 2011
Graph 3: Progress in Reading - 2011
Graph 4: Progress in Numeracy – 2011
Committed to… maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners

YEARS 8-10 PROGRESS

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 that one context, hence the number of grades awarded is more than the number of students enrolled at the school.

The number of students who were awarded a No Award (NA) and ‘D’ grade, whilst lower than in previous years, continues to be a focus in 2012. Students receive a ‘NA’ where they do not complete all assessment requirements. Improving in this area will assist students to gain higher grades.

Again, this has been due to a concerted effort to cater for students individual needs and implementing effective learning strategies. The Year 9 and 8 students are also showing some improvement although the Year 9 students could benefit from further consolidation of ‘C’ grades to ‘B’ grades. Again, the NAPLAN results correlate the positive trends in grades.

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. The data from Year 9 grading, NAPLAN/MSE9 results and comparisons to similar schools show that some Year 10 grading cut-offs are most likely set to too high a standard. It is noted that the 2011 pattern was a further improvement and is becoming more reliable. The Year 9 group performed better than the other two year groups. This is under pinned by good NAPLAN/MSE9 results compared to like schools.. The Year 8 pattern appears to be consistent with Year 7 NAPLAN results.

The grade distribution graph below reflect the table opposite and presents the data in a pictorial format.

A look at the Year 8-10 progress reveals that students in learning areas are performing at a reasonably high standard in Middle School and performance is showing sustainment in Year 10. The recommendations of the 2009/2010 Year 10 Working Party are showing effect.

A concentrated effort has been made to extend students beyond their “comfort” grades. Teachers have been conscious to provide extension to those students and try to move the entire cohort into a better grading pattern. This has happened through the use of a combination of strategies such as homework, extension activities and accelerated learning.

### Years 8-10 Results

<table>
<thead>
<tr>
<th>Learning Area/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>192</td>
</tr>
<tr>
<td>Year 9</td>
<td>150</td>
</tr>
<tr>
<td>Year 10</td>
<td>88</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>39</td>
</tr>
<tr>
<td>Year 9</td>
<td>52</td>
</tr>
<tr>
<td>Year 10</td>
<td>94</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>122</td>
</tr>
<tr>
<td>Year 9</td>
<td>121</td>
</tr>
<tr>
<td>Year 10</td>
<td>94</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>73</td>
</tr>
<tr>
<td>Year 9</td>
<td>53</td>
</tr>
<tr>
<td>Year 10</td>
<td>51</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>54</td>
</tr>
<tr>
<td>Year 9</td>
<td>40</td>
</tr>
<tr>
<td>Year 10</td>
<td>52</td>
</tr>
<tr>
<td>Society and Environment</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>62</td>
</tr>
<tr>
<td>Year 9</td>
<td>59</td>
</tr>
<tr>
<td>Year 10</td>
<td>58</td>
</tr>
<tr>
<td>Technology and Enterprise</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>198</td>
</tr>
<tr>
<td>Year 9</td>
<td>163</td>
</tr>
<tr>
<td>Year 10</td>
<td>118</td>
</tr>
</tbody>
</table>

Grades Awarded to Students at Mount Lawley SHS in 2011
Committed to... maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners.

FINANCE REPORT: Financial Summary as at 31 December 2011

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$114,976.88</td>
<td>$114,976.89</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$2,055,298.39</td>
<td>$2,055,299.39</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$60,800.00</td>
<td>$60,805.00</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$45,347.49</td>
<td>$45,347.54</td>
</tr>
<tr>
<td>Fundraising/Sponsorships</td>
<td>$140,992.55</td>
<td>$140,993.59</td>
</tr>
<tr>
<td>Debt Grants</td>
<td>$1,037,408.72</td>
<td>$1,037,408.57</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$46,634.00</td>
<td>$46,634.04</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$18,271.00</td>
<td>$18,271.08</td>
</tr>
<tr>
<td>Other</td>
<td>$216,350.99</td>
<td>$216,353.74</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$64,902.65</td>
<td>$64,902.55</td>
</tr>
<tr>
<td>Total</td>
<td>$2,806,145.77</td>
<td>$2,806,148.50</td>
</tr>
</tbody>
</table>

Operating Balance  $3,629,973.77
Total Funds Available $3,629,976.70

The school's financial management position has been strengthened over the past few years and achieved an excellent result in the 2010 Department financial audit. The school was not audited in 2011.

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. It covers learning area text books to the school bus fleet. When the latter two 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, however, there are some families that do not pay. It is not possible to enrol students in expensive programs that attract a compulsory charge when these are not paid. Consequently, students are enrolled in less expensive programs that still meet curriculum requirements. This is consistent with the School Education Act.

Parents have also been generous in supporting the funds to augment activities in Literacy and Numeracy, the Healthy Active program and ITC and innovation. The Healthy Active program, conducted by Ms Barnes, is therefore able to be offered in 2012 due to this support from parents.

The School Chaplain position is also strongly supported by parents. The school itself also assists this position. The Chaplain plays a key role in the well being of students.

EX-PRISONERS OF WAR ASSOCIATION YEAR 11 HISTORY SCHOLARSHIP ‘QUIET LION TOUR TO THAILAND’

Nicholas

ARTHUR LEGGETT, OAM,ED WRITING PRIZE

Kirsten

with Arthur Leggett, OAM,ED
Sponsored by The Lodge of Sindcerty

UNSW ENGLISH ICAS AWARDS

<table>
<thead>
<tr>
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UNSW ENGLISH ICAS AWARDS

English:

Georgina
Simon (absent)
Anna (absent)
Writing: Oliver
Committed to… maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners

STUDENT PARTICIPATION TRENDS
In 2011 the percentage attendance of students at Mount Lawley exceeded State outcomes for both Aboriginal and non-Aboriginal students. The attendance rate for all students was 89.8%. Whilst exceeding the State, it is noted that similar schools achieved a better attendance rate in all years, especially in upper-school. This is a concern as failing to attend school has a likely adverse impact on academic results. The school also under-achieved the Region in Years 11/12. Attendance of students was an identified school priority for 2012, however the effort did not produce an improvement. This effort will continue in 2012 with some enhancements. 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
Mount Lawley SHS’s enrolment over the past few years has continued to increase. This is a factor of the school’s reputation in the community, the attractiveness of the new buildings and grounds and of course, the demographics of an expanding urban area. Mount Lawley SHS is a school of choice and is in high demand. The intake in Year 8 and Year 9 is capped at 256, however, for the past two years has been exceeded. In Years 10 and 11 more students are able to enter, and this factor is responsible for the increase in enrolments. The school usually has a large waiting list of families seeking to enter in Year 8. Not all applications in Year 10 can be accepted either due to accommodation pressures. From 2013 sibling enrolments can no longer be guaranteed.

STUDENT RETENTION TRENDS
In 2006, 252 Year 8 students entered Mount Lawley SHS. At the commencement of that cohort’s Year 10 program, 282 were enrolled. At the start of the Year 12 268 students commenced. Whilst at the end of their schooling, 241 remained. The retention rate for this cohort from Year 8 to Year 10 was 111% and from Year 8 to Year 12, 106%. This was above the State average.

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

Evidence of statistical value adding can be identified with NAPLAN. Mount Lawley SHS added significant value in Numeracy and Reading both being above the standard. Also, students showed value adding to the State benchmarks for MSE Society & Environment and Science results.
maximising the enjoyment of learning and achievement for all students within a compassionate and democratic school culture and encouraging them to be responsible, creative and engaged lifelong learners.

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 from the previous reporting cycle. Approval rating of around +70% is a relatively high rating based on over 1,200 responses to the survey. Common themes of investigation are evident in each of the results. This survey was conducted in 2011 and whilst having a three year ‘life’ is likely to be administered again in 2013. The parent survey questions are produced below. Staff and student ones were similar.

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

The results of the three surveys are graphed on the next page.
As a result of the survey, the school continues strengthening anti-bullying processes.

**SCHOOL PLAN PRIORITIES**

1. **Pedagogy - literacies across all learning areas.**
2. **Pedagogy - excellence: guidance and engagement.**
3. **Values and respect for people and the environment.**
4. **Technology.**
5. **Partnerships.**

**1. PEDAGOGY: IMPROVED RESULTS THROUGH LITERACY ACROSS ALL LEARNING AREAS**

Students will develop improved literacy skills across all learning areas and recognise the skills of reading, writing, listening and speaking as key learning tools. In particular, the capability to write for a variety of audiences and purposes will be valued and developed.

- Demonstrated enhancement of Writing/Listening/Speaking through real life, higher order thinking tasks.
- Demonstrated enhancement of assessment strategies through negotiated tasks and rubrics.
- Writing focus with all learning area

The school’s results in the writing domain of NAPLAN and an improved English grading distribution suggests that satisfactory progress is being made. In 2012 the school’s writing framework will be reviewed.
2. PEDAGOGY: IMPROVED RESULTS THROUGH EXCELLENCE, GUIDANCE AND ENGAGEMENT

Students will value learning and strive to achieve results commensurate with their ability. Staff will have high expectations, encourage students, reward achievements and effort and celebrate. Families will have access to quality counselling and students provided with relevant pathways. Attendance at school will be valued and students will appreciate academic achievement as worthwhile.

- Identification and understanding of student learning journeys to cater for individual differences to foster student engagement and motivation to improve results.
- Improvement of Year 12 Academic Performance
- Gifted And Talented Education (GATE)
- Academic Extension
- Special Needs

Whilst attendance remains a concern, school results suggest most students apply themselves to their studies.

3. VALUES AND RESPECT FOR PEOPLE AND ENVIRONMENT

The school will be regarded as a place where all are welcomed and staff and students treat each other civilly. Violence is not seen as a legitimate solution to problems and bullying is rejected. Staff and students acknowledge and are tolerant to difference and demonstrate respect to each other and to personal and school property. All will accord respect to the grounds and buildings of the school and graffiti, damage and rubbish will be minimised.

- Demonstrate physical, social and emotional respect for individuals
- Demonstrate personal responsibility
- Demonstrate respect for the environment and sustainability

The school’s suspension rate declined again in 2011. School staff and a number of Middle School students continued with a long term anti-bullying program with ECU. The cost of repairing graffiti remained at a similar level to 2010. This suggests that most students treat other members of the school community with respect.

4. PEDAGOGY: IMPROVED RESULTS THROUGH TECHNOLOGY AS A TOOL FOR LEARNING

Students will have the opportunity to utilise learning technologies in all learning activities. Teachers will be prepared through professional development activities to use technology as a teaching tool in classes. A plan to enhance the provision of technology will be implemented.

- Improved use of technology tools to enhance responsible and motivated learning opportunities.
- Integrate technologies into the classroom.

Further professional development of staff with regard to using ITC in lessons took place. In 2011, the school has implemented the roll out of notebooks to students. Staff are using ITC better than several years ago.

5. STRENGTHENED NETWORKS, LINKS AND COMMUNITY PARTNERSHIPS

The school will seek out and nurture mutual obligation partnerships where others can add value to school programs. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child’s progress and achievement and work with staff as partners.

- Improve links to external providers and organisations and community (real world connections)
- Seek international opportunities through sister schools and International Education

The school continued to build networks in the local and wider community. The Certificate IV in music initiative continued with WAPPA. Hangzhou Middle 14, a sister school in China, visited in February 2011. The school also won an Asia Literacy grant supported further linkages to the rest of the world in 2011. A number of students also participated in workplace learning and excursions.

P & C / SCHOOL COUNCIL

The school community was well served by its P&C, superbly led by Mrs Suzie Barnes, the President. Her hard working committee provided great support to her and the school. School Council, chaired by Mr Geoff Clayton, also made a very valuable contribution to school operations. 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 GATE 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 2011, adding value to its students. In 2011, Mount Lawley Senior High School was successful in being selected as an Independent Public School. This will commence in 2012.

Any queries regarding this report please contact Mount Lawley Senior High School, 65 Woodside Street, Mount Lawley.
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