



OUR INTENT IS TO MAKE

A GOOD SCHOOL,
A **GREAT** SCHOOL

Aspire to Inspire

MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

2024 ANNUAL REPORT



MISSION: 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.

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Mount Lawley Senior High School acknowledges the Wadjuk people of the Noongar nation as the traditional custodians of the land. We give respect to Elders in seeking their wisdom and advice on the teaching and cultural knowledge activities undertaken on their Boodjar.

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MESSAGE FROM THE BOARD CHAIRPERSON

As the Chairperson of the School Board, I acknowledge the efforts of all the staff at MLSHS. They are diligent in supporting our students and ensure their focus is always centred on meeting the diverse needs of all students.

The School Board's major foci are as follows:

* Student Achievement/Teaching and Learning: We have remained committed to providing a high-quality education for all students. Our initiatives to enhance effective teaching and learning through instructional strategies, and the on-going professional development provided to staff have ensured continued high standards of academic achievement. This has been noted in communications from the Department of Education. MLSHS has been congratulated, for higher-than-expected levels of achievement and progress in NAPLAN tests as well as our ongoing commitment to our Aboriginal and International students.

* Financial Management: Our Finance Team provides careful budget management and control mechanisms to ensure resources are allocated effectively to support educational priorities. The school successfully met the requirements of the Education Department central office audit with a rating of "Good". Areas of excellence were noted in Human Resources as well as compliance with diligent record keeping practices.

* Effective Partnerships: We recognise and value our partnerships with parents, local organisations, and other stakeholders. Through various forums and communication channels, we have created opportunities for meaningful engagement, ensuring that the voices of our community are heard and valued. The School Board remains committed to strong, and professional relationships with the school's key stakeholders. We acknowledge the collaborative relationship with the school's leadership team which is an important part of the governance structure within our public school system.

* The Future: Our student numbers have increased by 65% since 2013 with now more than 2000 students enrolled. We acknowledge the construction of a 20-classroom block in 2024 which has helped greatly to accommodate our increasing numbers of students. Further to this, it is anticipated we will acquire the West Australian Academy of Performing Arts facilities when ECU moves to its new campus in the CBD. The probable date for handover is late 2026. These facilities will provide a well needed boost for our expanding Arts programs.

I would like to personally thank all MLSHS Board members for their ongoing support and commitment.

Professor Stephen Winn



Prime Minister Anthony Albanese, Chair School Board, Professor Stephen Winn, & Premier Roger Cook

SCHOOL PRIORITIES

Mount Lawley SHS is on track in a transformational journey to move from being a good school to becoming a great school. Our intent is to develop exceptional teachers and young people in a unique environment in which to learn, develop, innovate and flourish. Four priority areas further describe our intent to help students develop as responsible and engaged members of the community.

PRIORITY 1: ACHIEVEMENT

Every student will value learning and strive to achieve progress commensurate with their ability. The school community will set and model high expectations, encourage all students in their social, emotional, cultural, and academic growth, and celebrate individual and group success.

PRIORITY 2: EXCELLENCE IN TEACHING & LEARNING

Through participation in professional Learning Communities teachers will focus on High Impact Teaching Strategies (HITS), differentiation, reflective practices and classroom observation. Teachers will further refine their skills to expertly select and apply technology, undertake data analysis, effectively manage student behaviour and create culturally responsive classrooms. Through expert inclusive teaching, students will be better placed to develop key learning skills, achieve improved results and develop as lifelong learners.

PRIORITY 3: POSITIVE ENVIRONMENT FOR STAFF & STUDENTS

The social and emotional wellbeing of staff and students is a priority. Students will be engaged through relevant learning experiences, and by being guided towards appropriate pathways. Staff and students will be inclusive, celebrate diversity and demonstrate respect for people, property and the school environment.

PRIORITY 4: EFFECTIVE PARTNERSHIPS

The school will cultivate relationships and opportunities that add value and improve student outcomes. This will involve working with our Alumni, service clubs, universities, the business sector, government, not for profit organisations, local primary schools and the wider community. The school will work in partnership with parents and caregivers to support students' wellbeing and progress.

YEAR 12 PREFECTS

Back Row L to R: Harry McCabe, Joshua Abordi, Dashiell Coleman-West, Sebastian Williams





























Middle Row L to R: David Turnbull (Yr12 Coordinator), Elena Chou, Ashanti Allen, Megan Phillips, Amy Crockford, Tommy Lu

Front Row L to R: Rosa Dickie, Shirin Kwang, Harriet Millar, Hannah Brasier, Angela Le, Sofia Strano



BUSINESS PLAN TARGETS 2021 - 2025

Our Business Plan is underpinned by the Department of Education's Strategic Plan, the annual "Focus" documents and the Director General's Strategic Plan for WA Public Schools. Targets for Priority number one, focussing on Academic Achievement, are outlined below.

TARGETS/YEARS	2021	2022	2023	2024	2025	2024 OUTCOMES
Year 12 students will achieve a median ATAR of 82						The median ATAR for 2024 was 84.35
Year 12 results will meet or exceed "Like Schools" in at least 10 subjects	 15	 3	 8	 6		Year 12 results met or exceeded "Like Schools" in only 6 subjects.
50% of GAT students will achieve an ATAR of 90 or higher						11 from 25 students achieved an ATAR ≥ 90 (44%) **
90% of ATAR students will achieve a "C" grade						100 % of ATAR students achieved a "C" Grade or better: (61.17 – "A", 31.91 – "B", 6.91% - "C")
20% of General Studies students will achieve an "A" grade						57.9% of General Studies students achieved an "A" Grade.
20 students will be inducted into the Honour Society every year						23 students were inducted into the Honours Society in 2024.
96% of students will achieve OLNA						99% of students achieved OLNA.
Year 7 to 9 NAPLAN progress will be above the national average						Due to the introduction of a new NAPLAN scale in 2023, Comparative data for this Target will not be available until 2025.
Year 9 NAPLAN mean scores will match 'like schools' performance						2 test subjects were higher than, or equal to, "like schools. Numeracy -5, Reading +3, Writing equal, Spelling -1, Grammar & Punctuation – 2
We will plan, create and document the process to take advantage of the opportunities that will arise when the WAAPA facilities are gifted to the school in 2025.						The school is still in discussions with the Department of Education and Development WA in regard to the acquisition of the WAAPA facilities at ECU and the handover date.

Target Assessment Key  Achieved  Mostly Achieved  Not Achieved  Unable to be Assessed

** Six GAT students achieved an ATAR score between 85 and 90, three of these GAT students achieved between 88 and 90. It is believed the early university offers has impacted on the achievement of some students.

SYSTEM-WIDE MEASURES OF SUCCESS

The tables (below) summarise the performance of Mount Lawley Senior High School. Where possible, the tables include “like school” and/or Western Australian Public-School results as a comparison.

WACE ACHIEVEMENT	2020	2021	2022	2023	2024	2024 OUTCOMES
Mount Lawley SHS	95	97	97	96	97	The percentage of students achieving WACE has been between + 1% or – 2% compared with Like Schools
Like Schools	97	97	98	98	98	
WA Public Schools	89	89	89	90	90	

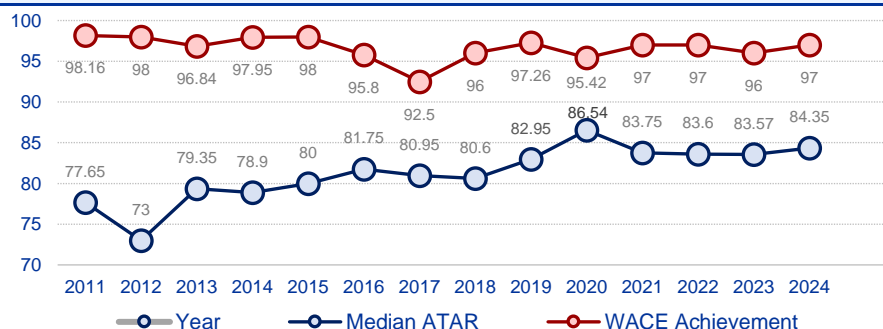
ATAR ACHIEVEMENT

Median ATAR	86.45	83.75	83.6	83.57	84.35	MLSHS has achieved within expected levels when compared with Like Schools.
Expected Performance	0.48	0.01	-0.45	-0.3	NA	
Top 3rd Tricycle	42	38	28	29	29	
WA Top 3rd Tricycle	33.3	33.3	33.3	33.3	33.3	

UNIVERSITY ENROLMENTS

Applications with ATAR	82	97	110	131	161	200 students applied for a university placement at one of the following: Curtin, ECU, Murdoch, NDU, UWA 195 students received a placement offer (97.5%).
1st Pref (with/without ATAR)	97	122	142	167	200	
1st Preference Offers	76	82	107	141	148	
Any Preference Offers	91	115	136	163	195	
Students Enrolled	57	67	84	135	168	
Students Deferred	4	8	12	18	10	

MEDIAN ATAR and WACE Achievement 2011 - 2024



WACE Achievement has been steady since 2021. Since then, the percentage of students achieving WACE has been 96 or 97%.

ATAR scores have been higher since 2020 than at any time in Mt Lawley SHS history.

STAFF: 2024

	No.	FTE*	ATSI**
Principals	1	1.0	
Associate Principals	5	5.0	
Program Coordinators	15	15.0	
Total Administration Staff	21	21.0	
Level 3 Teachers	10	9.0	
Other teaching Staff	118	118.2	
Total Teaching Staff	128	118.2	
Clerical/Administrative	28	21.6	1
Gardening/Maintenance	3	2.4	
Instructional	1	0.4	1
Other Allied Professionals	33	22.0	
Total Allied Staff	65	46.3	2
Total	214	185.6	2

* FTE – Full Time Equivalent (employment fraction)

** ATSI – Aboriginal & Torres Strait Islander (staff members)

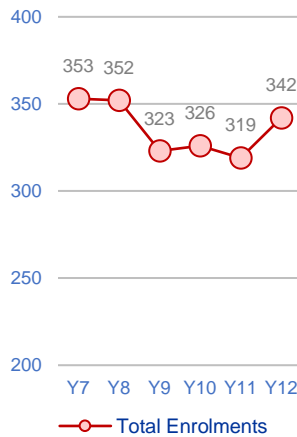
All teaching staff have a current “Working with Children” clearance and are registered with the Teacher Registration Board of Western Australia.



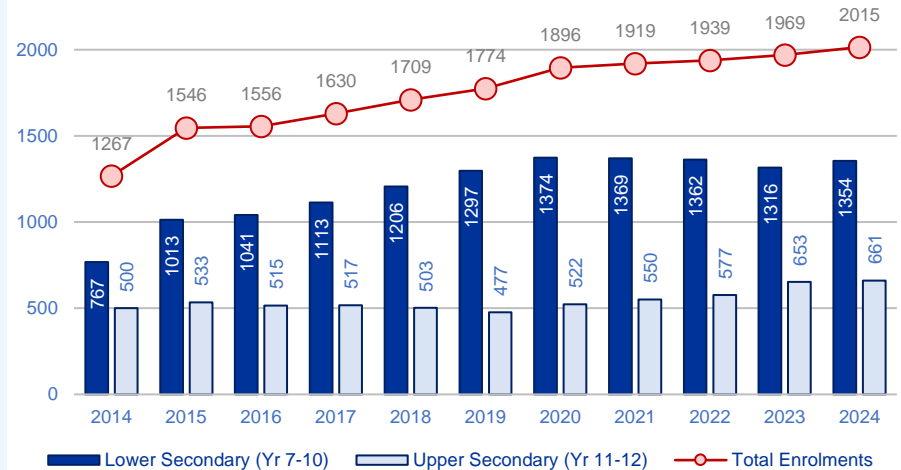
ENROLMENT & ATTENDANCE

Total enrolments have increased steadily, from 1316 students in 2013 to 1515 students in 2024. This represents a 65% percent increase over that period. To cater for this increase in student numbers, a significant capital works project to construct a 20-classroom block was completed late Semester 1 (2024) and operational for the commencement of Semester 2, 2024.

ENROLMENTS 2024



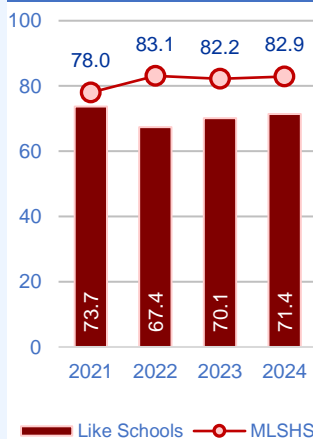
GRAPH SHOWING STUDENT ENROLMENTS: 2014 - 2024



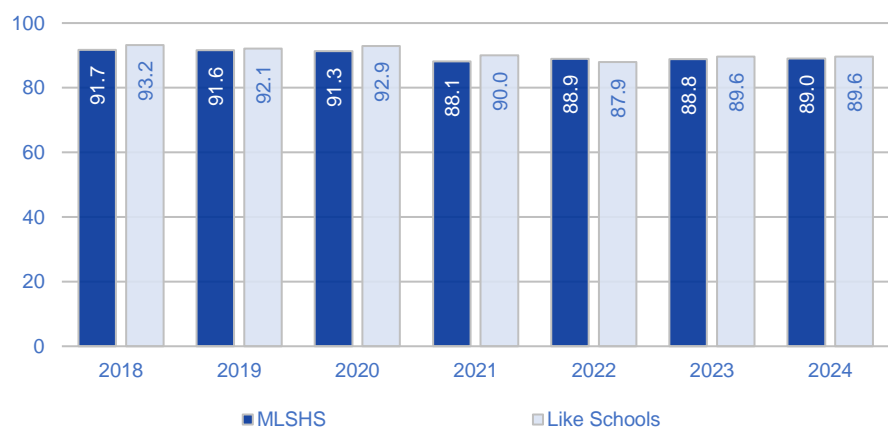
The Attendance Rate for Aboriginal students at Mount Lawley Senior High School has, traditionally, been significantly higher than the Attendance Rate of Aboriginal students at Like Schools.

YEAR	NON-ABORIGINAL		ABORIGINAL		ALL STUDENTS	
	MLSHS	LIKE	MLSHS	LIKE	MLSHS	LIKE
2020	91.4	93.1	88.3	76.5	91.3	92.9
2021	88.3	90.2	78.0	73.7	88.1	90.0
2022	89.1	88.1	83.1	67.4	88.9	87.9
2023	88.9	89.8	82.2	70.1	88.8	89.6
2024	89.1	89.9	82.9	71.4	89.0	89.6

ABORIGINAL ATTENDANCE



GRAPH SHOWING TOTAL ATTENDANCE RATE



ATTENDANCE and ENROLMENT SUMMARY

During the period 2018 – 2024 the Attendance Rate has been + or – 1.5% when compared with Like Schools.

Mount Lawley SHS attendance for 2024 was 0.6% lower than “like” schools and well within the Attendance Rate expected for band 1 schools.

Aboriginal student attendance at Mount Lawley SHS (82.9%) is significantly higher than at like schools (71.4%) and WA public schools (57.6%).

HIGH LEVEL ACHIEVEMENT

56 students achieved an ATAR of 90 or higher and are now members of the "Nineties Club".

4 students achieved an ATAR of 99 or higher: within the top 1% of all students in WA.

7 students achieved an ATAR between 98 and 99: within the top 2% of all students in WA.

3 DUX AWARDS: The highest achieving ATAR, General Studies & VET Students.

1 SUBJECT EXHIBITION: the top candidate in each ATAR course.

3 CERTIFICATES of EXCELLENCE: the top 0.5% of candidates in each ATAR course.

1 CERTIFICATE of DISTINCTION: Based on the degree of difficulty of each subject studied and a student's grade achievement at their school (190-200 pts).



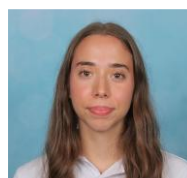
Molly Scutt
ATAR Dux



Akhil Bhatti
VET Dux



Harriet Millar
General Studies Dux



Kalliopi Paila
Exhibition EALD



Rosalie Scutt
Excellence
Ancient History



Jessica Del Casale
Excellence
English



Molly Scutt
Excellence
Human Biology



Joshua Abordi
Distinction



Sophie Alteruthemeyer
Distinction



Thompson Bui
Distinction



Chloe Burns
Distinction



Jessica Del Casale
Distinction



Rosa Dickie
Distinction



Angus Ellery
Distinction



Stephanie Jones
Distinction



Shirin Kwang
Distinction



Angela Le
Distinction



Kiet Lu
Distinction



Mallissaa Moran
Distinction



Kevin Phan
Distinction



Molly Scutt
Distinction



Rosalie Scutt
Distinction



Zoe Taylor
Distinction



Freddie Welch
Distinction



Aika Zachariassen-Baro
Distinction

CERTIFICATES OF MERIT

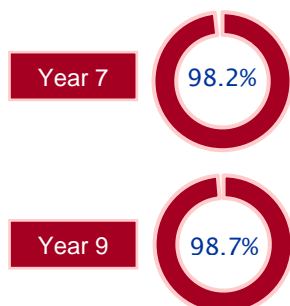
Based on the degree of difficulty of each subject studied and a student's grade achievement at their school (150-189 pts).

Ashanti Allen, Fatemah Amin Dehghan, Nico Bahn, Hannah Brassier, Declan Cameron, Not For Publication, Chezlina Cornelius, Amy Crockford, Charlie Foster, Adam Greay, Xavier Henwood, Charlie Hughes, Elena Ilic, Chelsea Keane, Joshua Kegg, Isobel Lippiatt, Not For Publication, Naga Mayaluri, Behrooz Moghimizadeh, Oktay Mohammad Amani, Taig Mulvey, Amelia Murphy, Nilani Muthumani Arachchige, Nayanika Nishi, Kalliopi Paila, Naaman Phan, Lukas Prasil, Simon Rennick, Gracie Rigby, Poppy Rucci, Hana Sakane-McClelland, Aleksej Stevanovic, Not For Publication, Jasper Syme, Alyssa Tabi, Luka Teasdale, Georgia Thomas, Stella Tsocas, Fletcher Wallbridge, Elizabeth Widderick, Sebastian Williams, Helene Witton, Alon Zatuchny

LITERACY & NUMERACY (NAPLAN)

Year 7 and Year 9 average scores for Mount Lawley SHS and like schools are displayed below.
The NAPLAN Scale was changed in 2023, therefore, NAPLAN scores from 2023 and onwards cannot be compared with previous years' scores.

READING SUPPORT



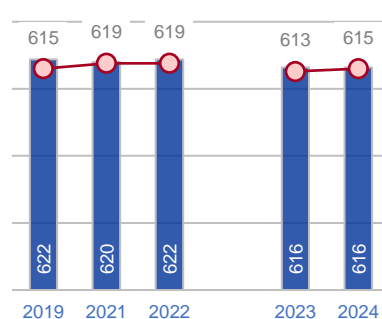
98.2% of Year 7 students & 98.7% of Year 9 students do not require additional Reading assistance.

READING: YEAR 7

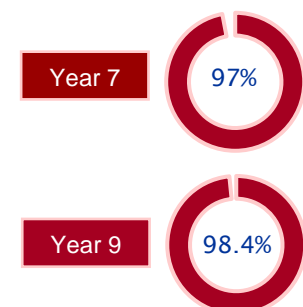


Yr 7 scores have been between + 2 or - 6 compared with Like Schools.
Yr 9 scores have been between + 7 or - 5 compared with Like Schools.

READING: YEAR 9

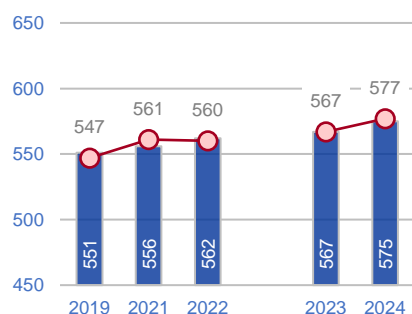


WRITING SUPPORT



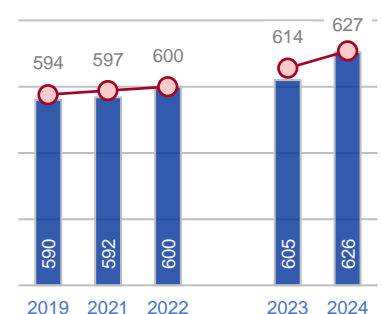
97% of Year 7 students & 98.4% of Year 9 students Do not require additional Writing assistance.

WRITING: YEAR 7

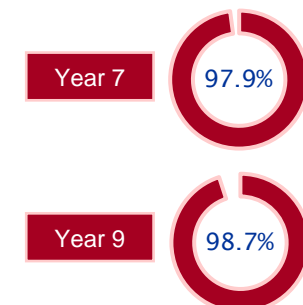


Yr 7 scores have been between + 4 or - 5 compared with Like Schools.
Yr 9 scores have been between + 6 or - 9 compared with Like Schools.

WRITING: YEAR 9

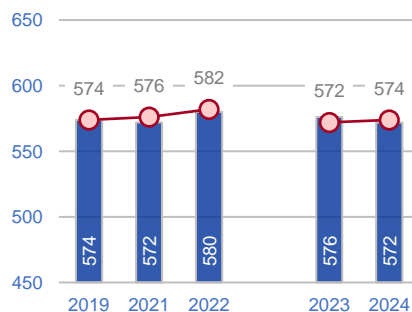


SPELLING SUPPORT



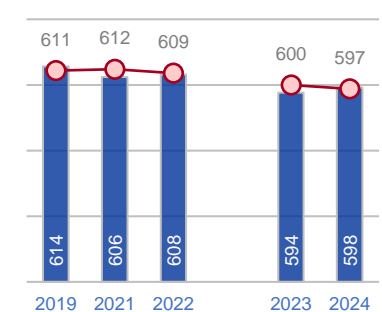
97.9% of Year 7 students & 98.7% of Year 9 students Do not require additional Spelling assistance.

SPELLING: YEAR 7



Yr 7 scores have been between + 4 or - 5 compared with Like Schools.
Yr 9 scores have been between + 3 or - 8 compared with Like Schools.

SPELLING: YEAR 9

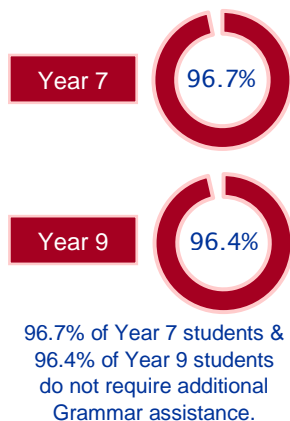


■ MLSHS —○ Like Schools

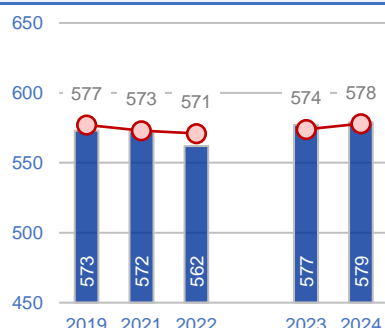
LITERACY & NUMERACY (NAPLAN & OLN)

NAPLAN SUMMARY: The Department of Education's instrument for measuring school performance in NAPLAN tests has shown that across all NAPLAN tests in years 7 & 9, Mount Lawley SHS is achieving at a level that is expected of the top performing schools in Western Australia (Band 1 Schools).

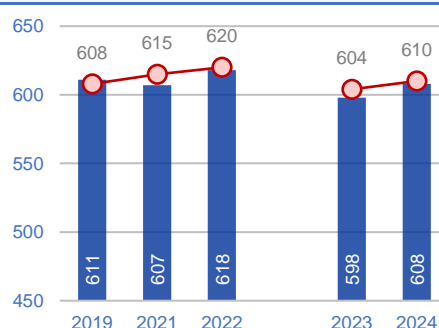
GRAMMAR SUPPORT



GRAMMAR: YEAR 7

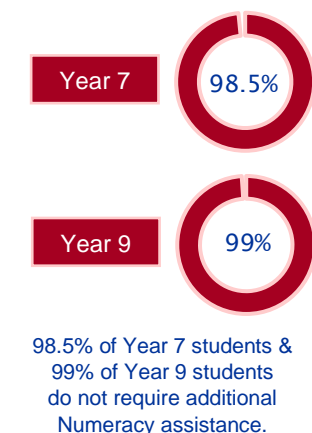


GRAMMAR: YEAR 9

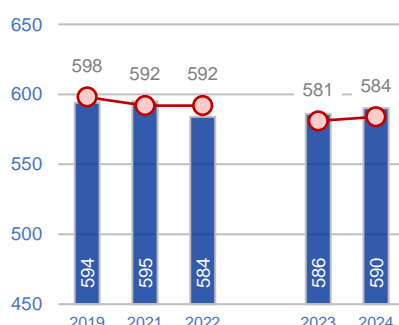


Yr 7 scores have been between + 3 or - 12 compared with Like Schools.
Yr 9 scores have been between + 3 or - 8 compared with Like Schools.

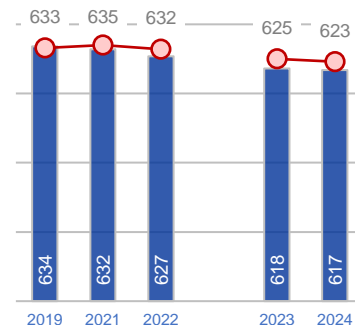
NUMERACY SUPPORT



NUMERACY: YEAR 7



NUMERACY: YEAR 9

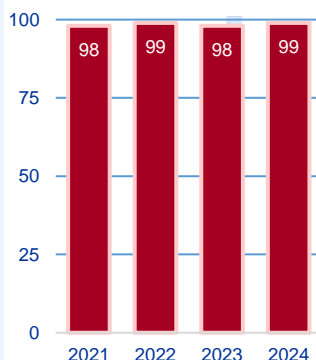


Yr 7 scores have been Like Schools in three of the five years shown above.
Yr 9 scores have been between + 1 or - 7 compared with Like Schools.

■ MLSHS ● Like Schools

OLNA OUTCOMES

The graph below shows the percentage of WACE Eligible students who have achieved all the OLN components: Reading, Writing & Numeracy.



ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)

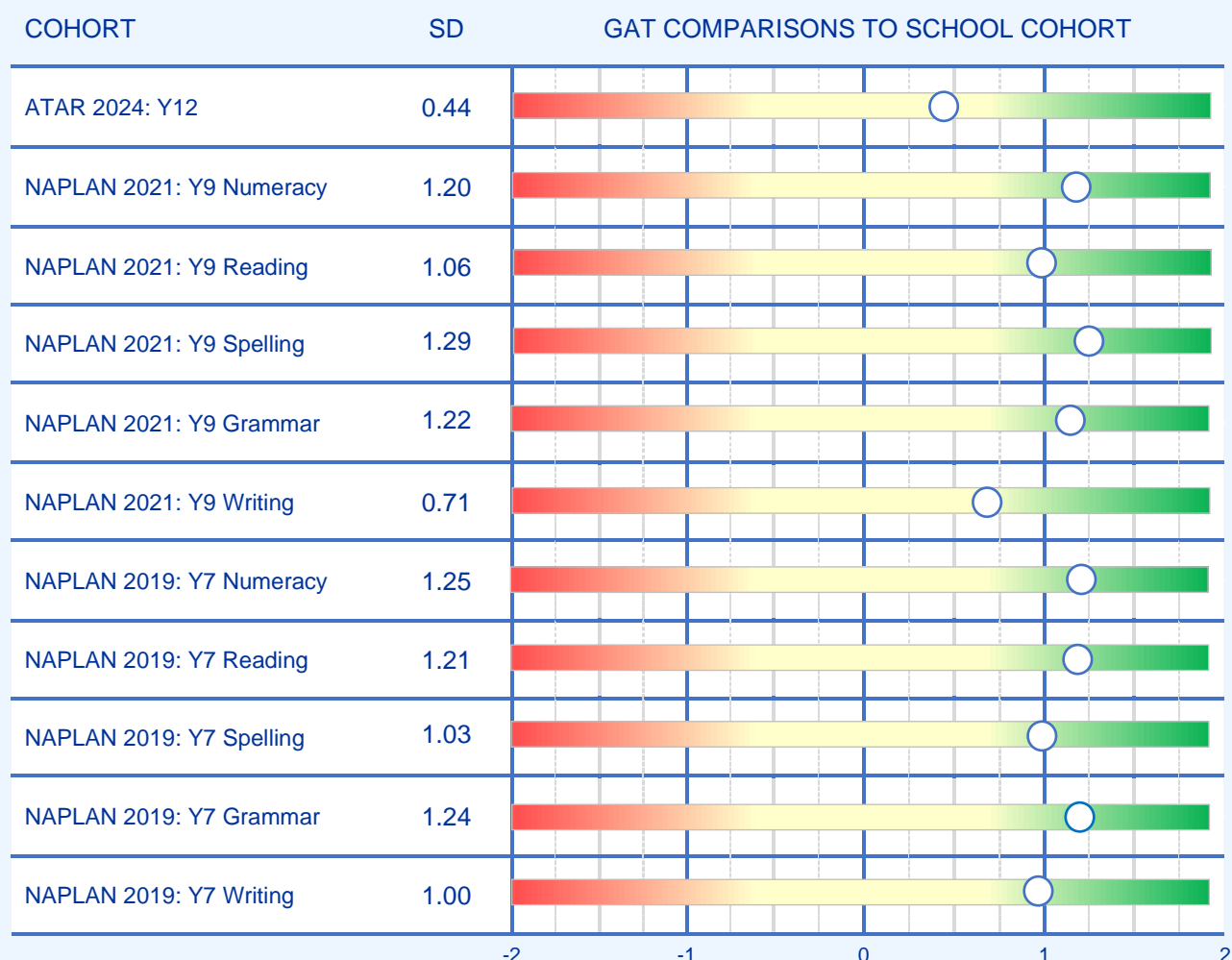
* OLNA is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

* To Successfully meet the literacy & numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy.

COMPONENT (WACE Eligible)	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
Reading	98	100	97	99	99.26	99.65	99.71
Writing	99	100	97	100	99.26	99.29	100
Numeracy	98	100	97	100	99.63	98.58	98.82
Achieved OLN	97	99	95	98	99	98	99

GIFTED & TALENTED (GAT) - LANGUAGES

Entry to THE GAT program is via testing and placement conducted by the Department of Education. Schools with GAT programs are required to report on the level of academic achievement by students within this group. To this end, ATAR scores are examined below for the Year 12 (2022) graduating cohort as well as the NAPLAN scores for these students when they were in Year 9 (2020) and Year 7 (2018).



The scores (above) are standardised with non-GAT students represented by the “zero position” on each heatmap. GAT students, represented by the blue dots, are clearly higher than non-GAT students (close to, or exceeding 1 standard deviation higher) and, therefore, significantly higher when compared to non-GAT students’ scores.



VOCATIONAL EDUCATION & TRAINING (VET)

Our Vocational Education and Training program (VET) enhances the students' learning by offering an industry recognised qualification and increasing their employability skills. Students commence their qualifications in Year 11 and generally complete them in Year 12. Most courses require two-years for successful completion. The "Courses of Study" data, shown below, is for students who were in Year 11 (2023) and the same student cohort in Year 12 (2024).

COURSES of STUDY	LEVEL	COMPLETED	ENROLLED	% ACHIEVED
Sport Coaching	Certificate II	59	59	100
Business	Certificate III	19	19	100
Music	Certificate III	6	6	100
Health & Nursing Studies Prep	Certificate IV	3	3	100
Electrotechnology (Career start)	Certificate II	2	2	100
Community Health & Wellbeing	Certificate II	1	1	100
Construction Pathways	Cert II	1	1	100
Electronics	Cert II	1	1	100
Hospitality	Cert II	1	1	100
Plumbing	Cert II	1	1	100
Rail Infrastructure	Cert II	1	1	100
Sampling & Measurement	Cert II	1	1	100
Aviation (Remote Pilot)	Cert III	1	1	100
Early Childhood Education & Care	Cert II	1	1	100
Sport & Recreation	Cert III	1	1	100
School Based Education Support	Cert IV	1	1	100
Workplace Skills	Cert II	21	22	95.45
Hospitality	Cert II	30	32	93.75
Creative Industries	Cert II	10	12	83.33
Screen & Media	Cert III	2	3	66.67
Engineering Pathways	Cert II	9	16	56.25
Information Technology	Cert III	0	1	0
Sport Development	Cert IV	0	1	0

Students who complete VET programs can use their qualification to gain part-time and, in some cases, full-time employment as well as enrol in higher level qualifications at TAFE. The higher-level qualifications can lead to employment and can also be used as a pathway to university. A student is enrolled in an Authority Developed Workplace Learning (ADWPL) class if they are engaged in Work Experience in Year 11 & 12. For every 55 hours of verified ADWPL work placement completed, along with the addition of a "Skills Journal", that student is awarded an endorsed unit equivalent to a C grade.

DESTINATIONS

Destination intentions of the graduating cohort are surveyed by the Department of Education, late in the school year. The survey is repeated during Term 1 following the secondary school graduation. The Term 1 survey data for the 2024 graduating cohort is shown.

DESTINATIONS	MLSHS*	STATE*	DESTINATIONS OF Y12 STUDENTS
1. Return to school		0.2	
2. University	62.1	38.2	
3. Uni offer – no placement	0.8	1.4	
4. TAFE	5.8	6.7	
5. Apprenticeship	1.2	3.4	
6. Traineeship	0.4	1.0	
7. Other Training	0.4	2.4	
8. Employment – full time	2.5	7.9	
9. Employment – part time	14.4	18.4	
10. Employment assistance	2.5	7.6	
11. Other	0.4	1.9	
12. Deferred Study/Training	9.5	11.0	

* Percentages are shown

FINANCIAL SUMMARY: as of 31 DECEMBER 2024

The Financial Summary outlined below is provided by the department of Education. It outlines the Income, Expenditure and Variance Aspects of the 2024 School Budget. Also shown are Student Centred Funding Aspects, Minimum Expenditure Summary Requirements and Bank Account Balances.

One Line Budget (2024)		Current Budget	Actual (YTD)	Variance
Carry Forward (Cash)	\$	370,179	370,179	
Carry Forward (Salary)	\$	291,442	291,442	

Income

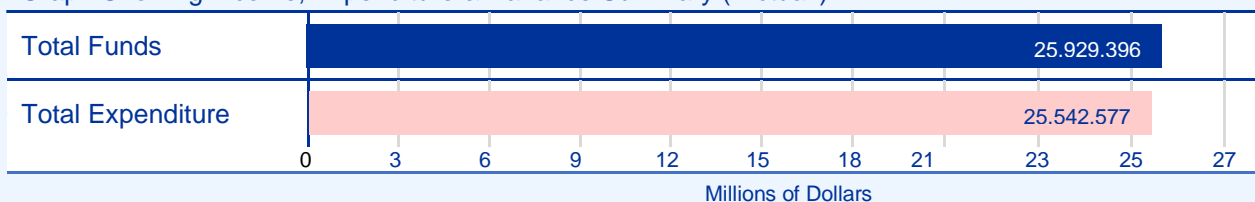
Student Centred Funding (SCF)	\$	22,691,473	22,691,473	
Locally Raised Funds (LRF)	\$	2,321,398	2,576,302	-254,904
Total Funds	\$	25,674,491	25,929,396	-254,904

Expenditure

Salaries	\$	22,297,269	22,297,269	
Goods & Services	\$	2,997,722	3,245,308	-247,586
Total Expenditure	\$	25,294,991	25,524,577	-247,586

Variance (Income – Expenditure)	\$	379,500	386,819	-7,318
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Graph Showing Income, Expenditure & Variance Summary (Actual)



Student-Centred Funding

Per Student	20,181,532.00
School & Student Characteristics	1,271,466.60
Disability Adjustments	126,010.85
Targeted Initiatives	1,080,791.54
Operational Response Allocation	31,049.38
Regional Allocation	3,500
Total	22,694,350.37

Minimum Expenditure Requirement Summary

Current Budget – SCF & LRF	25,088,304
Minimum Expenditure Requirement	
96% of current budget	24,084,772
10% of carry forward	
Total Minimum Expenditure	24,084,772
Current Forecast Expenditure	
Salaries	22,297,269
Goods & Services (Cash Expenditure)	3,245,308
Total Forecast Expenditure (cash & salaries)	25,542,577

NB: The minimum expenditure requirement was achieved.

Bank Account Balances

Bank Account	182,100.00
Investment Account(s)	1,555,000.00
Building & Other Funds Account	6,528.11
Total for all Bank Accounts*	1,743,628.21

STUDENT HIGHLIGHTS – VALUE ADDING

Many learning activities and opportunities are provided for students throughout each school year. Each school offers a wide variety of such experiences. The highlights for Mount Lawley SHS are outlined, by Learning Area, below.

The ARTS (Performing Arts)



Performing Arts students (music and drama combined) performed to approximately: 5, 591 members of the public not directly related to MLSHS.
(This figure does not include festival performances).

Whole School Performing Arts Highlights:

*Languages and Arts Festival: Another successful Languages and Arts Festival was held in Term One. This annual school event supported by the P&C offers a whole approach to the enjoyment of arts and cultural activities.

*Eclipse : Pink Floyd (Music and Drama) Held at Crown Theatre. This show gave 18 MLSHS Drama and Music students the opportunity to perform the classic, 'We Don't Need No Education' to an audience of 2,300 members of the public. This experience gave students the opportunity to work with a professional band/orchestra, Director, Lighting Crew and experience an authentic professional production.



*Middle School Assembly: Music Performance of year 12 Jazz Combo with the Drama Performance of year 12 Drama students. This performance gave Middle School Students the opportunity to interact with a live Drama performance. and helped to promote Drama within the school, bringing the sub-schools together.

Drama Highlights:

* Year 11 Monologue Night: This event showcased the exploration of Konstantin Stanislavski's techniques, which aim to turn actors into psychologically rounded characters. The performance was a free event, and students worked diligently to make it a memorable experience for the audience.



* Year 11 Production: 'Oh What A Lovely War': at Tricycle Theatre, the Year 11 Drama students performed this British epic comedy musical war play. The performance involved students on and off the stage, contributing to costumes, set design, lighting, sound, and direction.



* WAMED Festival : The Year 11 and Year 12 students were invited to the WAMED Festival, held at the Tricycle Theatre. They played important roles in Front of House operations (ushering, door list, ticket sales) and served as stagehands, helping with prop setup and assisting backstage talent. This experience provided valuable professional workplace learning and contributed to assessment criteria.

* Tech and Dress Rehearsal; A Mid-Winter Night's Dream: Students undertaking a Certificate II in Live Production, assisted with the Year 8 SVAPA's 'A Midsummer Night's Dream Boat' production. They were responsible for various technical aspects of the performance, gaining hands-on experience in the live production field.

STUDENT HIGHLIGHTS – VALUE ADDING

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The ARTS (Performing Arts)



* Stage Hair and Makeup Workshops – Offered to year 10 Drama students and Year 11 Cert students, this workshop experience gave students the opportunity to learn stage craft skills to fully develop a character.

* WAAPA tour for Year 10 Drama students – WAAPA Production Tour through Theatres, Costume and Design workrooms and set building workshops.

* SVAPA Tiny Works: Students undertaking Cert II in Live Production operated Year 9 SVAPA's 'Tiny Works' production. They were responsible for various technical aspects of the performance, gaining hands-on experience in the live production field.

Music Highlights:

* EdConnect: Year 12 Jazz Combo performed to approximately 100 people at the Mount Lawley Bowling Club.

*Kings Park: International Student Launch (DOE)Performance for year 12 String Trio. This trio performed at "Frasers" to a crowd of approximately 300 people.

* Ex-POW Service: 150 students and staff attended the Ex-POW commemoration service at Kings Park during Term 2. Music staff, choir students, and the concert band performed at this significant event.

* Excursion: Year 8-10 String Students attended the Darlington String Quartet at WAAPA.

* Incursion: More than 60 "bowed string" students attended a concert and masterclass at the Tricycle Theatre. Also performing were the Year 12 string students and the Darlington String Quartet.

* IMSS OPUS Showcase: The Year 7 Jazz Combo was invited to perform at the annual IMSS showcase, OPUS 2024 at interval on the corner stage. Students had the chance to showcase their talent to a wide audience.

* Music Camp: The annual Music camp was held at Woodman Point and involved students in Concert Band 1, Senior Strings Orchestra, Classical Guitar Ensemble 1, Big Band 1 and the Contemporary Ensemble 1. Also included were all year 10 music students (not already in one of the bands invited to attend). This motivated the cohort to committing to music in Senior School in PIMS; ATAR or CERT III.

* WA Schools Senior and Junior Concert Band Festival: The festival featured Concert Bands and String Orchestras. Mount Lawley Senior High School had 6 ensembles (including the feeder PS Concert Band) participating in this event. Awards received for the performance included:

*Concert Band 1: Outstanding (A Division)

*Concert band 2: Excellent (B Division)

*Concert Band 4: Outstanding (C Division)

*Feeder Primary School: Participation in Unmarked Novice Division (not subject to award)

*Senior String Orchestra: Excellent (A Division)

*Junior String Orchestra: Excellent (B Division).

STUDENT HIGHLIGHTS – VALUE ADDING

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The ARTS (Performing Arts)



* WA Jazz Festival: The festival involved 6 MLSHS Jazz bands at the Western Australian Academy of Performing Arts including Big Band 1, and the Chamber Jazz Ensembles 1-5. Students performed and were involved in workshops with WAPPA lecturers. The ensembles achieved the following awards:

- *Combo 1: Outstanding
- *Combo 2: Feedback given during the workshop was outstanding
- *Combo 3: Excellent
- *Combo 4: Unmarked – feedback reflects a successful performance
- *Combo 5: Outstanding
- *Big Band 1: Outstanding



* WA Schools Contemporary Music Festival: The annual festival provided students with an opportunity to perform in front of their peers and receive feedback from industry. Six Contemporary Bands (48 students from years 7-12) were involved in the festival this year. For MLSHS, this was the highest participation rate, and the highest levels of achievement ever achieved in this festival. Awards included:

- *Contemporary Band 1: Outstanding
- *Contemporary Band 2: Outstanding
- *Contemporary Band 3: Excellence
- *Contemporary Band 4: Outstanding
- *Zaria: Outstanding
- *Birdland: Outstanding

* WA Choral Festival: This year the MLSHS choir received: Excellence.

* WA Classical Guitar Festival: 46 students from two ensembles performed and were awarded the following:

- *Senior Classical Guitar: Excellence
- *Junior Classical Guitar: Merit



* Music Concerts: Several music concerts, provided essential performance opportunities for students, took place in the Tricycle Theatre. This included:

- *Concert Bands 1, 2, 3 and 4
- *The Jazz Bands
- *A Strings Concert
- *Classical Guitar
- *Choir/Vocal performances
- *A Contemporary Concert.

* Combined Feeder School String Workshop: This workshop brought together string students from North Perth Primary School, Coolbinia Primary School, and Mount Lawley Primary School, in collaboration with the Junior String Orchestra. The workshop, led by Jade Martin and other IMSS teachers, aimed to provide a collaborative experience for the students.



* Country Week Opening Ceremony: MLSHS Contemporary Trio Performed to over 1,000 students from regional schools across WA.

* Outdoor Music Concert: This annual event was held in December in collaboration with the parent support group providing community entertainment.

* Whole School Assemblies: Music students have had valuable opportunity and have been involved in performing at the whole school assemblies throughout the year.

STUDENT HIGHLIGHTS – VALUE ADDING

Many learning activities and opportunities are provided for students throughout each school year. Each school offers a wide variety of such experiences. The highlights for Mount Lawley SHS are outlined below, by Learning Area,

The ARTS (Visual and Media Arts)



Media Arts Highlights:

* Kate Rintoul and Sabrina Fox-Medrano's Selection: Two students were successfully selected to participate in the 2024 Media Perspectives event. The event took place on 6th March at the Telethon Community Cinemas Burswood, from 7:30 PM to 9:30 PM. It provided an opportunity for students to engage with the media industry and gain insights into various media perspectives.

* Night Filming: A selection of senior school media students were involved in a night filming media extension opportunity on campus.

* In Term 2, weeks 2 and 3, a dynamic collaboration unfolded between second year Masters students and 11 ATAR students. Masterclasses, strategically scheduled after school from 3.30-5.00 for theory and 3.30-5.30 for practical aspects, provided an immersive learning experience. The Masters students dedicated their efforts to crafting innovative lesson plans and resources, aligning seamlessly with our commitment to cutting-edge teaching methodologies. Project pitches and presentations took place during the weeks of March 25th and April 15th, showcasing the culmination of this collaborative effort. Beyond enhancing the educational journey for both student groups, this initiative distinctly reinforces our dedication to fostering creativity and excellence in film education.

* ECU ATAR Media Enrichment Art Direction. Film students from Edith Cowan University delivered a theory and practical workshop on the construction of meaningful and aesthetically impactful art direction in ATAR Media films. Theory workshop was held on Monday 22 April from 3.30 - 5.30pm and a practical workshop afterschool on Tuesday 30 April from 3:30 - 5.30pm under the supervision of Matthew Langfield and Hayley Smythe.

* 2 Practicum students from ECU, Leteesha Landgrafft and James Palm were invited to complete their placement in the Media department during Term 3.

* Matthew Langfield supported moderation with Prendiville Catholic College and John Curtin College of the Arts

* Media Night at ECU Lecture Theatre - The Year 7-11 Media Night offering students opportunity to display their films to an audience

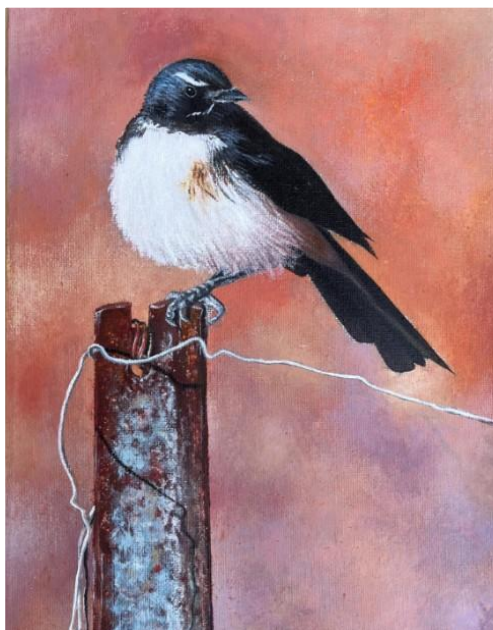
* The Year 12 Media Night was successfully held at Luna Cinemas with strong audience support

* Year 11 Media incursion with Darkroom Entertainment provided opportunity for Year 11 ATAR students to expand their skills and prepare their cinematic ideas for 2025 under technical guidance of industry experts.



STUDENT HIGHLIGHTS – VALUE ADDING

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Visual Arts Highlights:

* Lawley Art Auction: In Term 2, an art exhibition featuring student works from Year 7 to 12 was on display. The Lawley Art Auction provided a platform for students to showcase their creative talents and offered the opportunity for students to display their work alongside the work of professional artists. This event not only celebrated the artistic achievements of students but also supported and encouraged their growth as emerging artists and the fundraising efforts of the Lawley Art Auction committee.

* Year 10 Ava Cola and Year 11 Chloe Hadfield were successful in their competitive entry in the Young Originals Exhibition.

* Five Year 11 students artwork was selected as finalists in the Mindscape exhibition including Chloe Hadfield, Rowen Gage, Ally Chin, Amelia Adel and Nisha Furtado. Three were successful prize winners; Rowen Gage (1st), Ally Chin (12nd) and Chloe Hadfield (3rd).

* Marco Pradi was our practicum teacher mentored by Charles Warren who successfully assisted in the display of student artwork at the end of year Sundowner.

ENGLISH



COMPETITIONS

- * WADL – West Australian Debating League Novice - 2 Teams in the division finals. Junior - 1 team in division finals
- * Rotary 4 Way Speaking Competition – Ava Henville Mount Lawley Rotary Club Final Winner

ATAR AWARDS

- * Subject Certificate of Excellence Winner – Jessica Del Casale ATAR English
- * 12 ATAR EALD – Subject Exhibition SCSA -Kalliopi Paila
- * Highest Performing Subject Award SCSA 12 ATAR EALD
- * International student of the year - Bebell Sujivarodom

FORUMS AND WORKSHOPS

- * Support and extension classes – before and after school
- * Creative Writing Club
- * Book club and Homework club
- * 12 ATAR High Achievers workshop

EXCURSIONS AND INCURSIONS

- * Rotary 4 Way Speaking Competition – Year 10 Academic Extension
- * Debating (WADL) –Host School 2024
- * Curtin University English and Literature Conference – Staff and Year 12 Students.



STUDENT HIGHLIGHTS – VALUE ADDING

Many learning activities and opportunities are provided for students throughout each school year. Each school offers a wide variety of such experiences. The highlights for Mount Lawley SHS are outlined, by Learning Area, below.

HEALTH & PHYSICAL EDUCATION (HPE)



- * Interschool Athletics training day and morning sessions well attended.
- * Remaining in A division for 2025 Interschool Swimming
- * Recognition of high achievement for Health Studies top 15% in the state.
- * Cross country state champion – Girls
- * Triathlon state champion – Girls
- * 1 Individual and 1 Runner-Up SSWA A Division Athletics champions
- * Complete re-write and design of 7 – 10 Health programs to implement new syllabus 2025.
- * Morning ATPES practical sessions well attended.
- * Continued successful integration of Year 11 and 12 certificate II Sport Coaching students into officiating roles for Primary School Network carnivals and MLSHS carnivals.
- * Consolidated new partnership with Inglewood Bowls club and continued to explore local clubs and facilities to value add to our programs.
- * OneNote and Teams being implemented across the department to aid in curriculum delivery and remote learning.
- * Court redevelopment to provide more functional space for HPE classes.
- * Correlation Coefficient strong and above like-school achievement for ATPES.
- * 8/9 AFL Boys winning the East Perth Zone championship and progressing through to the state knockout final.
- * New General Physical Education program revised for new 2025 syllabus and access to more facilities.



HUMANITIES and SOCIAL SCIENCES (HASS)



- * Year 9 students submitted entries to the Premier's Anzac Student Tour writing competition. While no students in 2024 progressed to the state finals MLSHS's continued participation in this competition was noted by the convenor.
- * Year 10 elective in Indigenous Studies successfully ran in both semesters in 2024 with moderate student participation terms of cohort size but very positive reflections by students as to its value and experience.

STUDENT HIGHLIGHTS – VALUE ADDING

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LANGUAGES



* GAT students participated in a variety of GAT Club events from cooking Chinese noodles with beef balls and beansprouts, making cannoli and bruschetta with an Italian chef, watching traditional films in the target language, visiting a local primary school to play Italian card games, practicing Chinese martial arts and visiting traditional Chinese restaurants.

* For the GAT Induction Day Year 6 students learned how to make fresh pasta and mooncakes.

* Jacob Tan of Year 7 GAT Italian placed second in year 7 in WA for the 'Fammi un poster' WAATI Italian competition.



* Year 9 GAT Chinese students participated in the CLTAWA Chinese Writing competition. Amelia Wilkinson won a Certificate of Excellence, Rachel Stephens a Certificate of Merit and Navina Tran a Certificate and medal of 5th place.

* This year we travelled to Italy with a group of 22 Year 10 and 11 students for the first time in some years during 2024. The students absolutely had a fabulous time, and this will be a long-lasting memory.

* Students had the opportunity to take part in competitions, film festivals, restaurant excursions, cooking demonstrations – sampling the food from the country, writing to pen pals in various countries and many other culturally and linguistically rich activities have helped students to connect with these foreign lands.



* Over the course of the year, students in Years 7 – 12 participated in diverse engaging experiences full of interactive enjoyment for all. From moon cake making and playing Chinese hacky sack called Jianzi to French food sampling and trying on Hanfu; Chinese traditional dress, and bocce, students loved all these activities. Students also made onigiri; Japanese rice balls, sampled various noodles in Japanese, Korean and Chinese just to name a few.

* The school celebrated Languages Week with a variety of food sampling activities, sports, activities, quizzes and so forth.



Students were excited to host Japanese students throughout the year.

* Year 10 French and Italian students visited UWA learning about pathways in languages and Year 10 Italian students learned about Italian migration to Australia with guest speaker and historian Susanna Iuliano.

* Year 10 Korean students represented the school at the Korean War Commemorative Service and the opening of the Saw Avenue Amphitheatre in Kings Park, dedicated to honouring the unsung heroes of the Korean War.

STUDENT HIGHLIGHTS – VALUE ADDING

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MATHEMATICS

Have “Sum Fun Mathematics” Competition

* This event gained even more popularity in the third year since offering it to students at Mount Lawley, especially in the Senior Division (Year 11/12 teams). As for the Intermediate and Junior divisions, we sent the same number of teams. Two teams of twelve students from the Year 9/10 AE and Advanced classes went to Trinity College to be represented in the Central Metro division. Another two teams of twelve students from the Year 7/8 GAT/AE classes went to Bob Hawke College (Central Metro division).

Australian Mathematics Competition (AMC)

* 309 students across Years 7 to 12 participated in the AMC. In total, the school recorded 73 Distinctions, of which 6 of these are High Distinctions. Lex Grayson was awarded the ‘Best in School’, having achieved the highest standardised score.

Australasian Problem-Solving Mathematical Olympiad

* We continued to offer this opportunity to our Year 7 GAT/AE students

Maths Enrichment workshop conducted by World of Maths

* In 2024, we organised the Maths Enrichment workshop for the whole cohort of Year 7s, i.e. 321 Mathematics students. It was held over two days during the last week of Term 4. It was a good opportunity to continue to engage our students in exploring problem-solving in an interactive manner using manipulatives during the last week of term. As we did in the previous year, we invited almost twenty Year 5 students from our feeder primary schools to also participate in this workshop. From the feedback of these students, we recognise that this is an effective way for our school to build strategic relationships with our community in hope that these young bright minds would consider choosing Mount Lawley SHS as their first choice of secondary school.

SCIENCE



* Students continued to participate in annual competitions, including the Brain Bee Challenge and the International Chemistry Quiz. There were numerous students who achieved distinctions and high distinctions in various year levels, including the Senior School.

* Biology students visited the Hills Discovery Centre and Perth Zoo, Human Biology students the Harry Perkins Centre.

* Science staff delivered regular revision sessions with students. This included the Homework Club after school and sessions during Period 5 on Wednesday for the Year 12

* Students participated in outside tutoring with Mastermind Australia, utilising experienced WACE markers and teachers after school.

STUDENT HIGHLIGHTS – VALUE ADDING

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TECHNOLOGIES



Upper School and Senior school Computing classes were relocated to the Digital Studio in the “P” building.

- * Subject Selection Talks presented to Year 10s in the lead up to their selections for Year 11 courses. The focus for our Technologies Learning Area being the whole notion of employer demand for STEM skills and qualifications being high and that this demand will only increase in the future. Our courses provide students with the opportunities to achieve these highly sought-after key STEM skills.

- * The Technologies Learning Area experienced an increase in the number of year 10 students in D&T and Home Economics. Positive student numbers in Year 11 Certificate II Photography and Year 11-Dimensional Design which is encouraging for those subjects.

- * The Spike Prime Lego Robotic Kits continue to be well received by the Year 7 and 8 classes, and their course structures and resources were centrally rationalised by experienced specialist teachers.

- * A second competition table was made for year 9/10 digital technology (FFL first Lego League) classes located in the Digital Studio. Improved classroom engagement.

- * Introduction of Jewellery making context in Dimensional Design year 9-12.

- *Certificate II Photography students exhibited their work at the Art Auction.

- * Hospitality students showcased skills catered for High Achiever Breakfasts, Year 12 Leavers Lunch, Family Breakfast, participated in the “Wonder White Eat Up” Sandwich Challenge and Harmony Day. All dimensional design classes moved to the STEW room. The STEW room has been reconfigured to better meet the needs of dimensional design classes through the reallocation of existing physical resources.

- * Workshop learning environment improvements, Wood lathes and dust extraction installed, guillotine replaced to conform with DOE guidelines.

