

Young Originals|2024

For the fifteenth consecutive year WASSEA (Western Australian Secondary School Executives Association) is thrilled to present *Young Originals*. This annual exhibition, delivered in partnership with the Department of Education, the Sangora Education Foundation and the School of Arts & Humanities, Edith Cowan University, is a highlight for WA public secondary schools, celebrating excellence in visual arts.

To be officially opened at 6.15pm by **Melissa GILLETT**, president of WASSEA, and Professor **Caroline MANSFIELD**, Executive Dean, School of Education.

Spectrum Project Space

Opening: Thursday 8 August 5pm–7:30pm
Exhibition dates: 9 August to 27 August
Gallery opening hours: Tuesday to Friday 10am–4pm
& Saturday 10 August 10am–3pm
Building 3, 2 Bradford St, Mount Lawley

ECU Galleries acknowledge the traditional custodians, the Whadjuk Noongar people, and elders past and present. We pay our respects for the great privilege of living, making and researching on these unceded lands.

Forward

Melissa GILLETT, President of WASSEA

2024 marks the fifteenth year of proudly hosting *Young Originals* by the Western Australian Secondary School Executives Association (WASSEA). Delivered in partnership with the Department of Education, the School of Arts & Humanities, Edith Cowan University and the Sangora Education Foundation, the exhibition celebrates visual arts programs delivered across Western Australian public schools and the talents of our young artists and designers.

The last fifteen years have seen *Young Originals* grow in popularity and prominence. A total of 218 entries were received this year from city and country schools. This is a testament to our dedicated visual arts teachers. The judges were hard pressed to select the finalists, with 82 pieces eventually chosen for display. Viewers of the online gallery can find each piece, filter by school, enlarge images and read artist statements where students reflect on their creative intentions and influences.

I would like to acknowledge the work of the *Young Originals* organising committee and other contributors: Cassie Bussell, Karen Lamond and Angela Melia from the Department of Education; graphic designer and TAFE lecturer, Brendan Hibbert; collage artist, Shay Azzari; Dr Alix Beattie, ECU Galleries Officer, Associate Professor, Lyndall Adams, ECU Galleries Director and the installation team at ECU Galleries; Sue Starcken, ECU Art Collection Curator; Robyn Rochat, design teacher, and Donna Franklin, artist and educator.

Most importantly, on behalf of WASSEA and our event partners, I thank all students and teachers who submitted work this year and congratulate those whose work was selected for exhibition. 2024 has yielded works of insight, power, skill, humour and keen observation—which is, of course, the essence of *Young Originals*.

List of Works

1

Surahanni PINDAN, Fitzroy Valley District High School, Year 10
Fusion, Acrylic paint on canvas, 90cm x 60cm

My painting shows the fusion between nature and different communities. They both form an integral part of life. People and nature should co-exist and protect one another.

2

Faith LITTLE, Fitzroy Valley District High School, Year 7
Community Connection, Acrylic paint on canvas, 90cm x 60cm

I wanted to do a painting that shows how important community is and that everyone should be included.

3

Harley GREEN, Fitzroy Valley District High School, Year 7
Green Connection, Acrylic paint on canvas, 60cm x 50cm

My painting is based on my family whose family name is Green. This is why I have used the green colour in a monochromatic way. It represents all the members of my family who are connected to each other.

4

Zileah GORDON, Fitzroy Valley District High School, Year 10
Kangaroo in Night-time, Acrylic paint on canvas, 120cm x 90cm

I have chosen to do the silhouette of a kangaroo at night time. I wanted the shape of my kangaroo to look very impressive. Kangaroos have a cultural and spiritual significance for us Aboriginal people.

5

Taliyah WILLIAMS, Newman Senior High School, Year 12
Purple Skies, Acrylic paint on canvas, 30cm x 40cm

Purple Skies is about people coming together and sitting underneath the purple sky, represented with blue and purple dots.

6

Taliyah WILLIAMS, Newman Senior High School, Year 12
Ocean and Fire, Acrylic paint on canvas, 30cm x 40cm

Ocean and Fire is about people travelling to new places and other places they've already been to. They are finding places to come together, sit and have a fire or meet. This is shown through the symbolism of shapes and colour. The use of green dots is symbolic of the land around them.

7

Sharifah STEELE, Fitzroy Valley District High School, Year 10
Creepy Movement, Acrylic on canvas, 50cm x 60cm

My painting is derived from a colourful snake. I wanted to show the graceful and creepy movement of my snake in dot painting, with a beautiful pattern based on warm colours.

8

Victoria WOLLSTEIN, Warnbro Community High School, Year 10
Depths of View, Photography, 42cm x 59.4cm

Our class was exploring layered photography, where we captured multiple images and photoshopped them together. My photograph *Depths of View* expands on the concept of being looked at but not seen. Both subjects look towards her, focusing on the reflection but not the real her. Having the girl look directly into the camera demands the attention of the audience, something lacking in the relationships in her own life. This work reflects the difference between one's real self and the persona put on for others.

9

Mercedes BAGGIO, Warnbro Community College, Year 7
In the Clouds, Photography, 59.4cm x 42cm

My self-portrait is inspired by Mandurah photographer, Sharon Meredith. Her style influenced my process, which required the use of an image of the sun captured and edited in Photoshop. I then used a digital projector to project the image onto myself in order to capture the final image.

10

Charlotte KENNEWELL, Warnbro Community High School, Year 11
Colourful Cosmos, Photography, 42cm x 59.4cm

During our Design Photography class, we focused on the use of colour. My image is a portrait of a classmate with strong facial features, covered in a cosmos of colours. I liked the idea of using neon face paint and was interested in how it reacted under the blue light. The dark shadows in the background help the colours stand out and capture the viewer's eye. The portrait conveys the colourful side of their personality and a complexity that would otherwise be concealed.

11

Thailia BLONDEL, Newman Senior High School, Year 11
Bruno, Charcoal on cartridge paper, 55cm x 70cm

My drawing is a memorial to my very first pet in 2012—an Oscar fish called Bruno. My inspiration was nostalgia and wanting to extend my skills with charcoal. When looking into different life forms for our close-up task, it reminded me of Bruno being too fat from eating the other fish. The close cropping helped convey being almost trapped in the small fish tank. The use of black and white also helped to convey my deep emotions about the loss and associated memories.

12

Abigail KRUGER, Belridge Secondary College, Year 11
Lewis, Watercolour on paper, 90cm x 60cm

Lewis was my fluffy little guy. Unfortunately, he passed away in August of 2023, but I still hold him close to my heart. I wanted to make a piece of art that would remind me of him every day. I created this piece using pen and watercolour, paying particular attention to his eyes as the focal point.

13

Joseph BORRETT, Warnbro Community High School, Year 12
Yellow Crested Sunbird, Photography, 42cm x 59.4cm

This photo was captured in Townsville, Northern Queensland, while on a break from school. Visiting gave me the opportunity to capture different wildlife to that seen in Western Australia. The female Yellow Breasted Sunbird is in its nest, which was hanging by a peg on a clothesline. The close-up shot provides a clear view of the bird in its natural home and the shallow depth of field allows it to become the most salient part of the image. The images that I capture during class and in my free time all work towards building up my photography skills and my business, JMB photography.

14

Nicole LAM, Belmont City College, Year 10
Metamorphosis, Paper, magazines & glue, 42cm x 59.4cm x 5cm

For this project, I focused on creating a collage using magazine pictures and the technique of juxtaposition. My method involved cutting out different images and placing them in unusual or abnormal contexts to develop a surrealist image. Inspired by the surrealist movement, I sought to combine seemingly unrelated images to evoke a sense of surprise and provoke thought.

15

Zephyr LANE, Belmont City College, Year 10
Metamorphosis, Magazines, paper & glue, 42cm x 59.4cm x 5cm

In this work, I explored the art of creating a collage through the technique of juxtaposition. This process involved cutting out various images and arranging them in unusual or unexpected contexts to achieve a surreal effect. In my collage, I selected magazine cutouts and positioned them in odd and contrasting settings, crafting a fantastical scene that blurs the line between reality and imagination. This project taught me how juxtaposition can turn everyday images into striking, imaginative pieces of art.

16

Penny MORIN, Applecross Senior High School, Year 11
Polaroid, Prismacolour pencil on paper, 60cm x 42cm (each)

My work focuses on the beauty and history of vintage Polaroid cameras, capturing their charm and role in preserving memories. Each piece pays tribute to these iconic devices, showing how they've evolved from innovative gadgets to beloved relics. I used Prisma colour pencils to capture the raw colours and every little detail in the best way possible without the use of photography itself. I aimed to bring out the nostalgia and appreciation for these cameras that have been part of so many personal stories. My drawings also explore the idea of memory and how we capture moments, reflecting on the difference between the slower, more deliberate way of taking photos in the past and the instant digital snapshots of today. These artworks connect the past with the present, representing the power of being able to capture moments that could have been forgotten or buried beneath others, that shape our lives - and encouraging viewers to think about the lasting impact of photography.

17

Charli GHERARDI, Leeming Senior High School, Year 11
Beetles and Butterflies, Acrylic paint on canvas
 10cm x 10cm (4 pieces), 10cm diameter (2 pieces), 30cm x 23 (1 piece)

Butterflies and moths commonly represent the concept of death and rebirth. I wanted to use the irony of a butterfly that has gone through metamorphosis but is now pinned on a board as a representation of my struggles with depression, anxiety and undiagnosed neurodivergence. These conditions have impacted me throughout high school.

18

Gigi FOGG, Albany Senior High School, Year 11
Everyday Therapy, Acrylic paint, fabric, buttons and beads, 50cm x 2cm

Using media such as beads and buttons that connote childhood, I have taken inspiration from children's books by Timothy B. Ering and Shaun Tan, particularly the recurring theme of the ability of children to grow and inspire hope within bleak landscapes. 'Frog Belly Rat Bone' has always been a cherished bedtime story of mine, with a unique handwritten style and textured pages that bring a humble comfort and curiosity. Artistically influenced by the style of Shaun Tan and his adeptness in building a compelling story one can follow without reading the words, I wanted to convey how different experiences add to our character and the burdens, joys and heartbreak we all carry on our backs.

19

Aida BLACKLEY, Eaton Community College, Year 11
Siberian Musk Deer, Recycled cardboard & porcelain, 43cm x 15cm x 43cm

Using the material properties of cardboard, I replicated a Siberian musk deer, a species found in the mountain forests of Northeast Asia. These precious animals are under threat from poaching for their musk glands. Precisely cutting each individual piece to fit and interlock exactly with one another, I have created a structural, almost 'patchwork' style.

20

Serena SAMSON, Mindarie Senior College, Year 11
Karijini National Park, Acrylic paint on board, 40cm (diameter) x 1.7cm

Reflecting on the rugged beauty of Karijini National Park, this circular artwork embodies the serene harmony between water and land. The circular frame draws the viewer into a world of gentle pools. Stark white ghost gums cling to sheer rock faces, their gnarled branches reaching toward the sky. The palette of oranges, greens and whites evokes the harsh yet captivating landscape. Through my brushstrokes, I aim to convey both the resilience of these trees and the essence of nature's enduring grace.

21

Jann POTUTAN, Belmont City College, Year 12
Journey's End, Cardboard & glue, 18cm x 21cm (diameter)

Drawing inspiration from both steampunk and mecha design, this piece represents my own exploration into relatively unfamiliar territory, namely that of cardboard and sculpting. At that journey's end, each cut and detail becomes a fantastical story to tell, with the next step being simply to look ahead for what is still to come.

22

Naomi SYMONDS, Comet Bay College, Year 10
Pears, Acrylic paint on paper, 17.5cm x 17.5cm x 2cm

I completed the pears as part of a study of realism. The painting is quite small, allowing me to concentrate on fine detail such as the subtle imperfections and discolourations of the fruit. The dark background makes the pale green of the pears pop, and the orange stems add variation to the colours in the painting.

23

Kahlia SICILIANO, Churchlands Senior High School, Year 12
Minuscule, Photography, 42cm x 52cm x 3cm

A tiny ladybug amidst the trees - a single point of beauty. I wanted to capture nature's elegance on the smallest scale, shine a spotlight on what we overlook - a single ladybug in the morning dew, a fresh aphid between its incisors. I found this ladybug intriguing in its isolation and beautiful in its simplicity so I captured it in a single photograph. It serves as a reminder that there is beauty in the smaller things; you just need to know where to look.

24

Ashantay NUGGETT, Fitzroy Valley District High School, Year 10
The Magpies, Acrylic on canvas, 60cm x 50cm

My painting is based on magpies. They are a very popular bird in Australia and I like it when they sing. These birds are my favourites and I wanted to represent them in a nice, coloured background with a touch of dot painting style.

25

Joey SALCEDO, School of Isolated and Distance Education, Year 11
Uncharted, Acrylic paint on canvas, 40cm x 50cm

I imagined a place that brought a sense of familiarity, a place that brought comfort in knowing its existence—a place where only I could go, that exists in my mind. My concept was about feeling comfort, which I viewed as warm and cosy, with just enough warmth to not cast a pall over the tranquil sky and white clouds. Since starting this journey, I have realised that as time passes nothing can be certain. I applied features with vague meanings, like the stream that appears to flow endlessly, trees that suggest solitude and the person above the cliff who is on top of everything, or are they?

26

Vanessa CHONG, Canning Vale College, Year 9
Flowering Gumnut, Acrylic paint on canvas, 30cm x 30cm

My inspiration for this painting was simply the vibrant blossoms that appear on Eucalyptus trees. I worked with the artist, Hayley Kruger, to build a broader understanding of colour and learn how to use washes. Something I like about this piece is the composition and contrast of the bright flower against the black background.

27

Abbey DOUCE, Ocean Reef Senior High School, Year 11
Roxy, Oil and acrylic paint on board, 42cm x 29.7cm

My artwork explores memories and experiences. This piece shows my dog Roxy swimming in the ocean.

28

Sey Ling TOH, Canning Vale College, Year 10
Seahorse, Pencil & pen on paper, 52cm x 42cm

This piece was inspired by the decorative works of Art Nouveau. The seahorse is depicted in cool colours which contrasts the surrounding warm backdrop. The circular border is created using organic shapes, including seaweed, coral and shells from the ocean. The media for this piece were pencils and pastels, with a focus on tonal application.

29

Corey SCHLUTER, Churchlands Senior High School, Year 12
Sailors' Delight, Photography, 42cm x 52cm x 3cm

Sailors' Delight is part of a retro, vintage-inspired calendar project. I find sunsets awe-inspiring. I hope to evoke the same grateful and warm feeling I experience while watching a red sunset melt over the ocean on a warm summer's night. The saying goes: "Red sky at night, sailors' delight", promising calm seas, clear skies and smooth sailing come the morning light.

30

Imogen BIRKINSHAW CAMPBELL, Balcatta Senior High School, Year 7
Watermelon Delight, Linoprint on paper, 30cm x 30cm

I created the design for this print by creatively arranging fruit to make an interesting composition, with an aerial perspective and detailed views of the fruit. To enhance the composition, I selected vibrant fabrics for the background, which provided a striking contrast between the fruit's natural forms and the intricate, patterned fabric. For the final touch, I used inks to add colour to the print. This allowed me to add further contrast in the image, making the textures and details stand out.

31

Chloe HADFIELD, Mount Lawley Senior High School, Year 11
Djiti Djiti, Acrylic paint on canvas, 30cm x 21cm

The work features a Willy Wagtail, or Djiti Djiti in the Noongar language, which stands out as the focal point in the work. The bright white and deep black contrast against the warm tones which are representative of the Australian outback.

32

Naomi SYMONDS, Comet Bay College, Year 10
Henry the Wren, Coloured pencils on paper, 45cm x 25cm x 1.5cm

I endeavoured to capture the flair and charm of the blue wren, one of my favourite native Australian birds, with a simple composition that brings out the delicate form and feathers of *Henry (the wren)*.

33

Shandelle BOURCHIER, Eaton Community College, Year 11
Night Stalker, Recycled cardboard & porcelain, 60cm x 136cm x 15cm

I looked at the selection of cardboard on the floor and soon discovered that the crinkled sections reminded me of the decorative owls my mother displays throughout our house. I'm also inspired by the elegance and mystery of owls flying through the night. My owl is positioned mid-flight, in a fleeting moment of grace and power. Cardboard represented a challenge as a sculptural material. Through painstakingly layering and shaping, bending the cardboard and finding a way to suspend the wings without adding too much weight on the body, my owl became suspended in flight, symbolising weightlessness and agility, its wings outstretched as if defying gravity.

34

Sophia SUWANDI, Perth Modern School, Year 8
Djiti Djiti, Charcoal and pastel on paper, 50cm x 65cm

This is the Djiti Djiti (pronounced Chitti-chitti) or Willy Wagtail - a confident and cheeky black and white little native bird. Enshrined in Aboriginal Dreamtime as the spy-bird, and a staple of Australian backyards, wagtails are known to recognise and interact with humans, which makes them endearing, along with their bobbing up and down movement and wag of their tail.

35

Art Club

Lemonie TROUVE (Year 9) | **Sasha HOGAN** (Year 9) |
Mylee-Rose DICKASON (Year 11) | **Myf ROSENTHAL** (Year 11) |
Elise HOLLEY (Year 11) | **Amelia CURNUCK** (Year 11) |
Aya STENNETT (Year 9) | **Hayley McNAMARA** (Year 11)|

Cape Naturaliste College

Our Place, Acrylic paint, wool, fabric, paint pens & ink, 200cm x 100cm

Our Place is a collaborative artwork that reflects the Wadandi Boodja in which we live and learn. It is our place of learning and growth. We cherish and respect our place and those we come across everyday on Boodja.

36

Morri BAUTISTA & Sierra QUILTY,
Lesmurdie Senior High School, Year 10
United in Grief, Photography, 70cm x 50cm

Our photographic artwork titled *United in Grief*, was inspired by Kendrick Lamar's song of the same title, and draws attention to the contrast and connection between two mental states. In *United in Grief Pt 1*, a dissected head fills with rainwater, symbolising distress. This image is paired with the text 'PIECE OF MIND'. The poster highlights complex emotions faced by teenagers during growth. Similarly, *United in Grief Pt 2* features the same dissected head, alongside growing flowers, with the text 'PEACE OF MIND'. This represents growth of the mind, simultaneously promoting the realisation that while there are moments of melancholy, there will be better days ahead.

37

Michelle STEWART, Darling Range Sports College, Year 11
Strawberry Mountains, Photograph on inkjet paper, 29.7cm x 42cm

In my photography, I strive to create a feeling of enticement. In this series of images I explored a sense of fantasy. My inspiration is the movie, *Alice in Wonderland*, which has a great elevation of adventure through fantasy.

38

Michelle STEWART, Darling Range Sports College, Year 11
Mushroom Forrest, Photograph on inkjet paper, 29.7cm x 42cm

In my photography, I strive to create a feeling of enticement. In this series of images I explored a sense of fantasy. My inspiration is the movie, *Alice in Wonderland*, which has a great elevation of adventure through fantasy.

39

Molly EADES, Darling Range Sports College, Year 11
Quinces, Photograph on inkjet paper, 29.7cm x 42cm

I'm fascinated by the beauty of the natural world and this work is the result of me exploring still life photography.

40

Izzy SHEPHARD-HILLYER, John Curtin College of the Arts, Year 12
Crude, Linoprint on paper, 65cm x 55cm

Need, loss. Capitalist destruction for short term gain. Extractive industries leave a lasting mark on the environment, shaping the landscape.

41

Liliana CANDELORO, Willetton Senior High School, Year 11
Here, We'll Meet Again, Linoprint on paper, 42cm x 30cm

I have created a warm and appealing atmosphere as this artwork reminds me of my dining table, through the assortment of household objects. My composition creates a sense of comfort through familiarity. Every night my family talk and eat dinner together—something very important to me. Australian printmaker, Allie Webb, influenced my ideas. Webb's artworks evoke a sense of comfort as they contain food to represent nights out with family and friends. This inspired me to create an artwork reflecting positive memories.

42

Kireina MAHARASHTRI, Willetton Senior High School, Year 11
The Fish, Linoprint on paper, 42cm x 30cm

I began my production process with an observational drawing of still-life objects. I incorporated two levels to create an asymmetrically balanced composition. I placed the large vase in the midground to balance the smaller objects in the foreground. Next, I simplified my initial drawing to be suitable for a linoprint using only black and white. I experimented with many techniques to create tonal variation to produce an interesting and unique piece. I am proud of my work and thoroughly enjoyed the carving and printing process.

43

Maree TANG, Bob Hawke College, Year 11
Unit 731, Linoprint, 29.7cm x 42cm

My artwork depicts three Japanese scientists from Unit 731 during WWII, who are transporting a Chinese civilian's body. It highlights the brutal experiments and atrocities committed by Unit 731, a covert biological and chemical warfare unit of the Imperial Japanese Army. The piece confronts viewers with wartime horrors, emphasising human suffering caused by inhumane scientific endeavours. Heavy black tones and sharply outlined masked faces evoke empathy and reflection, urging remembrance and a commitment to preventing such horrors. Unit 731's experiments broke ethical barriers, treating subjects as expendable 'logs' and enabling extreme cruelty. This artwork aims to shed light on these events and honour the victims.

44

Yuvan MUTHUSAMI, Bob Hawke College, Year 11
Similar, yet Different, Linoprint, 29.7cm x 42cm

Similar, yet Different shows a chimpanzee and a human touching hands, exploring their relationship and evolutionary barriers. The linoprint technique highlights intricate details and contrasts, focusing on the chimpanzee's expressive features and the human hand's texture. Inspired by Jane Goodall's research, along with wildlife artists David Shepherd and Robert Bateman, the minimalist background emphasises the connection and individuality of the chimpanzee. The hands touching symbolise bridging the evolutionary gap, while their separation and the chimpanzee's expression highlight the remaining barriers. This artwork evokes a sense of connection and responsibility, urging viewers to recognise our ties to primates and our duty to care for the planet.

45

Genevieve KELLY, Perth Modern School, Year 11
E-Closing, Video projection digital animation, 38 seconds

When a butterfly emerges early from its chrysalis, there is a next to zero chance of it surviving for more than a few days, let alone living its full lifespan. The time spent within a chrysalis is used to develop wings, and the struggle to hatch develops the butterfly's strength, allowing it to fly. When humans or technology eliminate this struggle and artificially hatch them, butterflies don't survive for long. This parallels Generation Alpha's relationship with technology. Their prolific use of technology allows this younger generation to eliminate many struggles from their lives: boredom, social anxiety, anything that can be streamlined through technology.

46

Eva COLA, Mount Lawley Senior High School, Year 10
A Hop, Skip and a Jump, Acrylic paint on board, 80cm x 20cm

This design is an experiment with colours and tones, a product made purely for enjoyment and creative expression. It displays a point in time in which a small creature holds a large amount of attention, showing that even the smallest of things are unique in their makeup.

47

Rose ZHANG, Perth Modern School, Year 9*Turtle*, Papier mache, acrylic paint & paper, 30cm x 60cm x 60cm

I envisioned a sea turtle bearing a clay reef upon its shell. The turtle, with its shell, embodies the serene yet formidable essence of the ocean. Inspired by the profound interconnectedness of marine life and the urgent need for environmental conservation, I portrayed the turtle as both guardian and vessel of its delicate habitat. Interestingly, sea turtles play a vital role in maintaining the health of coral reefs because their grazing behaviour controls algae which helps with reef diversity. Through my sculpture, I hoped to convey a message of stewardship for the oceanic ecosystem, inviting viewers to think about our collective responsibility in preserving precious habitats.

48

Ella (Nyx) BIRKHEAD

School of Isolated and Distance Education, Year 12

What Could I, Should I Be?, Mixed media, acrylic paint, oil paint, digital, watercolour & soft pastel, 190cm x 53cm x 4cm

What Could I, Should I Be? encapsulates a pervasive feeling of overwhelming uncertainty moving into my future. I know I am entering a landscape of important choices and constant change. I often feel lost, not sure which path is best to take. Each portrait is a slight variation on myself, future paths I can take and future people I could be. The mediums chosen for each portrait reflect emotions related to these potential futures. There is often an overwhelming pressure to have your life planned before you even have time to consider what you want to be.

49

Jasmine WENDT, John Curtin College of the Arts, Year 10*Taken Over*, Soft sculpture, dyed fabric on wire construction with filling, felting and embroidery, 32cm x 18cm x 20cm

My soft sculpture communicates ideas about the connection between human beings and nature. The human head is being taken over by natural species such as toadstools, moss and mushrooms; it is slowly merging into its environment, decaying over time to become one with its surroundings.

50

Elouise CRUM, Kalamunda Senior High School, Year 10*Reflection*, Pen on paper, 60cm x 42cm

My self portrait wearing sunglasses was done in ballpoint pen on paper. I wanted to focus on the reflection in my sunglasses of someone's feet in front of me. I experimented with different textures with the pen. This was challenging because it isn't soft like a pencil, so drawing the face and skin was hard. However, I believe the artwork is successful as it uses a medium that isn't usually used in portraiture.

51

Azura MAYALL, Kalamunda Senior High School, Year 10*Self Portrait - Looking at You*, Pen on paper, 60cm x 42cm

My artwork is a portrait of me wearing glasses and looking directly at the viewer. I used ballpoint pen for my portrait instead of a traditional medium and experimented with different pen strokes and textures. Unlike with pencil or paint, you have to use lines, dots or cross hatching to create tonal value. At first I was nervous about doing this, but once I found the right strokes to use, it was successful.

52

Giorgina PITCHIN, Applecross Senior High School, Year 11
Family Line, Dry-point etching on paper & mixed media, 150cm x 50cm

Through my artwork, I have explored the connectivity between the women in my family through physical, emotional and genetic similarities, capturing how aspects of one's appearance are passed down the generations from mother to daughter. My work is also an exploration of the way different cultures can be brought together by a single family member, as my cultural heritage is a blend of Mauritian, Italian and English. My piece was influenced by Chiharu Shiota, who explores family and generational connections as well as her cultural identity. Shiota uses yarn to symbolise connections, which is why I chose red thread in my piece, in the hope that it resembled blood and veins. Throughout my life, and especially whilst studying intricate details in the four faces, I found small similarities between family members face's and my own. This is a beautiful thing.

53

Xavier COLLARD, Yanchep Secondary College, Year 7
Mind, Watercolour on paper, 74cm x 53cm

I am a junior high school student with a lot of feelings to express ... and art helps me to do this. This portrait helped me to communicate the dark emotions I was experiencing as life has been hard this year. I also wanted to suggest a hint of hope and coming happiness. I have titled my painting *Mind* and it is my way of saying that, although you might sometimes find yourself in a dark place, this will pass and make room for happiness again.

54

Laura HUGHES, Leeming Senior High School, Year 12
The Swell (Diptych), Coloured pencil on board, 25cm x 20cm x 4.5cm

Autistic and ADHD individuals often struggle with emotional regulation and interception. They can find it difficult to identify their emotions. However, autistic people feel things deeply, meaning they feel intense happiness but also intense negative emotions. *The Swell* explores my experience with a build-up of negative emotions. It gets to a point that they need to be released, but you have no idea how. This can lead to self-harming behaviour or other destructive impulses in the heat of the moment. My fingers clawing at my skin represent how it feels to experience these emotions.

55

Zelia CARTER, Applecross Senior High School, Year 9
Surrealist Selfie, Ink pen on paper, 60cm x 42cm

Strange and unusual imagery has been used within my artwork, inspired from the surrealist art movement and its artists. To make my artwork, I used a biro on cartridge paper. I applied different amounts of pressure to create harsh and soft lines. This technique allowed me to control shading to produce contrast and depth. Surrealism is a combination of ideas, objects and thoughts that can come from one's dreams. This movement sparked my imagination and creativity as I pieced together different objects to create a composition containing uncanny elements. Using peculiar objects and items created an unsettling or discomfiting feeling—a floating head isn't normal and hands don't usually come from your head. By creating this unsettling feeling and using unusual imagery, the art becomes fascinating to view.

56

Sam MAJER & Olivia ANDREWS, Applecross Senior College, Year 8
Pair of Animals, Graphite on paper, 86cm x 65cm

These graphite portraits were created in response to the prompt: What's Your Spirit Animal? We made paper bag wearable sculptures to go over our heads, merging our spirit animal and self. The drawings were created using graphite on heavy cartridge. Olivia is shown as a compassionate and empathetic pig while Sam identifies with the strength and determination shown by the ram in challenging circumstances. Side by side, both works highlight our inner thoughts, persona differences and anthropomorphic connections.

57

Charli EDDY, John Curtin College of the Arts, Year 10
Too Many Flesh Suppers, Textiles, wire, ceramic & cardboard
 80cm x 80cm x 50cm

My sculpture is a not-quite-human creature, made from textiles, wire, ceramics and cardboard. The sculpture was inspired by the song 'Too Many Flesh Suppers' by the band, Los Campesinos. The song explores feelings of absolute exhaustion, guilt and desperation. I portrayed these feelings in the form of an almost-human beast.

58

Scarlette CIESLAK, Churchlands Senior High School, Year 12
From Blood to Ash, Ceramics, 30cm x 30cm x 30cm

When creating this piece, we were asked to explore themes of identity. I've had a somewhat distant relationship with my Polish heritage, but I have always wanted to explore it more deeply and gain a better understanding. I also have a love of horror and fantasy monsters such as vampire, zombies, skeletons and such, Junji Ito being a favourite horror artist. Within Polish folklore there is a creature known as the Vjesci - a vampire-type monster. I saw this creature as a way to combine my culture and my love for horror so I based the majority of the form on a vampire reaching out to bite something - or someone.

59

Freya BYRNE, John Curtin College of the Arts, Year 12
A Loving Family Dinner, Acrylic paint on canvas, 113cm x 108cm x 15cm

Whilst divorce by nature is unforgiving and distressing, no one considers the deafening silence of pretending the family is still a family before the separation. The meals you once ate together joyfully, rot with uncomfortable tension and the dinner table has never seemed so distant.

60

Juana PARDO, John Curtin College of the Arts, Year 10
Cage, Print on fabric with appliqué, 44cm x 44cm

Sketchy line, sketchy sense of identity.
 The more cut back, the more layers shown.
 Flesh, mind and nature.

61

Maddison ILLINGWORTH, Byford Secondary College, Year 11
Split Thoughts, Charcoal, 38.5cm x 56.5cm

My artwork uses charcoal. The initial idea was to present a being with a split personality. During the planning process, I wanted to experiment and searched for inspiration. I found a panel from a Japanese manga series *The Climber*, which was written by Shin-ichi Sakamoto and Yoshirō Nabeda. I observed the images and pondered ways I could represent my own being in a similar way. The final result displays detail in the eyes and broadening, stretching shoulders. My intention was to make the middle face portray the illusion of a hidden personality seeking to rise to the surface.

62

Hayden ECKERMANN, John Curtin College of the Arts, Year 12
Tear, Oil paint on canvas, wooden frame, base and paper cutouts
 40cm x 31cm x 24cm

Identity cannot be categorised. This artwork reflects the delicate balance I struck between clarity and ambiguity, embodying the complexity of identity and gender identity in a world still grappling with acceptance and understanding.

63

Louisa CHEAV, Harrisdale Senior High School, Year 11
Fallen, Paper clay, spray paint, graphite powder, 29cm x 18cm (diameter)

Despite countless differences between the eight billion individuals on Earth due to social class, financial status and education, we all share a fundamental trait. With the passing of time, our bodies and minds grow and change. This process is especially significant in childhood and adolescence. My sculpture *Fallen* encapsulates this metamorphosis and expresses 'growing pains'. My intention was to convey the emotional shock, physical burden and social insecurity. This was achieved through juxtaposition of a boy's features with those of a crow. It emphasises the extreme changes happening to the boy's body, akin to a mutation and alteration of species. Depression is expressed through symbolism and colour. A single tear runs down the boy's cheek and the cool blue represents a loss of warmth and vitality that the young boy once possessed in childhood.

64

Renee ZHOU, Perth Modern School, Year 10
Possession, Acrylic and oil paint on canvas, 40cm x 30cm

I painted my sister, Rachel, because she is a significant part of my life. She is usually bright, easy going and friendly like a golden retriever—the opposite of the mood in my painting. I depicted her with a cold and wicked expression as if she is possessed. The reference image for this work was taken at a shooting range in the US - the last place I thought my sister would go. Surprisingly, she enjoyed the shooting experience. This unusual behaviour inspired me to paint a representation of my sister's alter ego. I think of it as her 'evil twin'.

65

Amelie QIAO, Perth Modern School, Year 11
Envy, Oil paint on canvas, 91cm x 61cm

I wanted to explore the struggle between personal expectations and the harsh realities of the world. Everyone experiences disappointment, and I wanted to highlight my frustration when failing to meet my self-imposed expectations and the standards set by society. I find that disappointment has become harder to escape. Rather than internal struggles with letting yourself down, external factors are a constant reminder of how hard the future will be. In my generation, with the rising cost of living and the housing crisis, it seems so difficult to achieve what past generations have done.

66

Vanessa RUCCI, Warnbro Community College, Year 9
Alex, Acrylic paint on canvas, 90cm x 60cm

This is an image of my brother with hair inspired by the punk subculture that originated in mid-1970s Britain, when punk 'exploded' on the music and art scenes. Mark-making is a big part of my painting technique. I like the broken-down brush strokes on the face and the different colours such as browns and earthy yellows. The pop of pink on the left and peeking through to the right creates a sense of depth and makes your eyes look around the image.

67

Aaron Datu CHAVEZ, Kiara College, Year 12
Neon Shanghai, Oil paint on canvas, 40cm x 30cm

This self-portrait is based on a photograph taken at a restaurant. Oil paint is a medium I haven't tried before. I enjoyed the challenge of using it to depict the subject matter.

68

Slade WRIGHT, Eaton Community College, Year 12
Poison in Paradise, Ceramics, 17cm x 15cm (diameter)

You can never truly get all the bad out of something good, no matter the amount of effort or work. My work, *Poison in Paradise*, comes from a state of Zen as a paradise where all negativity and harm are contained or disposed of. But inside the positivity, imbalances left unchecked can build up and be expelled, becoming catastrophic. The only antidote is learning how to harness the poison to turn it into its best form, which is Paradise.

69

Aoife O'TOOLE, Kalamunda Senior High School, Year 9
Marley, Oil paint on canvas, 76cm x 51cm

My artwork is a portrait of my friend, Marley. I wanted to capture her happy and bubbly nature by using a bright blue background and recreating her cute smirk. I chose to make the rest of the artwork plain and simple so that Marley's face would stand out. I think it captures her personality perfectly.

70

Miya DO, Balcatta Senior High School, Year 8
Self-Portrait, Acrylic paint on canvas, 61cm x 41cm

I created this self-portrait using acrylic paint on canvas. My focus was to capture the way light falls on my face. I used deliberate brushstrokes to convey the softness and subtle nuances of light and shadow. This technique allowed me to bring a sense of depth and realism to the portrait, emphasising the gentle contours and expressions of my face.

71

Karma PEMA DOLKAR, Balcatta Senior High School, Year 10
Dolkar, Acrylic paint on canvas, 61cm x 41cm

In this self-portrait, I took expressive inspiration from the techniques of Egon Schiele in capturing raw emotion. Known for his distinctive painterly brushstrokes and intense, often unsettling, depictions of the human figure, Schiele influenced my approach to capturing the essence of my subject through dynamic, gestural lines and bold strokes. I maintained a deliberate emphasis on the tactile qualities of paint. Each brushstroke reflects Schiele's artistic expression.

72

Ane GREYLING, Kalamunda Senior High School, Year 12
A Girl and her Herons, Digital print, 60cm x 42cm

A Girl and her Herons is from a digital series I made featuring female characters and birds overlapping and almost metamorphosing into one another. I am heavily influenced by comic art and Asian digital art, and really enjoyed creating this piece.

73

Leah KUCKLEKORN, Kalamunda Senior High School, Year 12
Self Portrait, Oil paint on canvas, 76cm x 51cm

My artwork is a portrait of me holding my hands to my face. I wanted to capture the emotion or mood of someone who is thinking. I'd like people to look at my work and wonder what I'm thinking. Am I worrying about something or am I contemplating? I used a 'blocky' or 'patchy' expressive style, especially in the face and background, and I painted the background grey to match the overall tone of the work.

74

Zoe BIRD, Willetton Senior High School, Year 11
16, Oil paint on canvas, 60cm x 45cm

My artwork is a still life depicting my identity in this stage of my life, now that I am 16. It shows how I see myself and my life. My creativity, femininity and friendships are symbolised in the arrangement of my belongings. I chose a pink lily and strawberries, hair clips and lollies. I also added friendship bracelets my older cousin gave me when we flew to Melbourne to see Taylor Swift, as well as sequins I stuck to my face for the concert. I included a cheap pearl necklace I bought on shopping with my friends, a half-melted candle from my 16th birthday and freckles, which my mum always used to buy for me. My painting honours the female relationships in my life.

75

Fanya WANG, Willetton Senior High School, Year 11
Spotlight, Oil paint on canvas, 60cm x 45cm

My artwork is a still life composition displaying a variety of my belongings. Each item represents something related to me. For example, the large Mary-Jane shoes are a symbol of my style and aesthetic, the headphones symbolise my interest in music, the camera refers to my interest in photography and the perfume represents my preference in scent. The idea of having a dark background and a bright spotlight on the objects was inspired by the photographer, Richard Kuiper. The brushwork is inspired by Audrey Flack, who used ultra-smooth strokes as part of her hyperrealistic style. Both artists are known for their busy and full compositions. However, I chose to spread mine out, making some objects stand out more than others.

76

Riley COOK, Willetton Senior High School, Year 12
Still Life with Lit Candle, Oil paint on canvas, 100cm x 75cm

My intentions for *Still Life with Lit Candle* came from the world around me where I find value and meaning. I took inspiration from artists such as Melissa Ritchie and Jos Kivits. Although their styles differ in terms of paint application and theme, their artworks share the same purpose—to convey worlds and messages through objects. I have tried to replicate this concept by gathering objects that hold meaning. With Vanita/Memento Mori styled artworks in mind, I developed subject matter hinting towards the inevitability of death and the transience of earthly possessions and achievements.

77

Nila MANSOURI, Willetton Senior High School, Year 12
Girl with Chimera Crown, Oil paint on canvas, 100cm x 75cm

My portrait presents me as central to my immediate environment. What initially seems like ironic imagery, the merging of Persian mythology and Australian iconography, represents a union and a sense of belonging in the intermediate space between two cultures. My work is inspired by Kehinde Wiley who combines historical portraiture with contemporary emblems, often appropriating classical paintings. This is evident in my pose and title, rather like *Girl with the Pearl Earring* by Johannes Vermeer. My artwork is aimed at other immigrants whose cultures may similarly influence their identity and perception by self and society.

78

Yi YONG, Willetton Senior High School, Year 12
Life's Well When Your Tummy's Swell, Oil paint on board, 60cm x 90cm

I have depicted different foods from my culture to share my love of my Malaysian heritage. Since migrating to Australia in my early childhood, my appreciation of my Malaysian identity has deepened. I yearn for delicious Malaysian foods like nasi lemak and kuih. The title of my artwork is a rough translation of the large text along its left side. The lines of text sprawled throughout my piece not only include idiomatic expressions denoting the deliciousness of the food, but also outline my mother's role and mine in the film poster as 'chef' and 'foodie' respectively.

79

Sofie ROWHER & Charlotte CAMP, Belridge Secondary College, Year 9
Spring Blossom, Paper, fabric, foam & spray-paint, 207cm x 92cm
 (diameter)

Our Fashion and Design brief was to construct a garment made mainly of paper. Inspiration came from the beautiful season of spring and how it blossoms with life. To make the garment, we created over three hundred individual flowers.

80

Mikki LU, Willetton Senior High School, Year 12
Get Ready with Me, Oil paint on canvas, 100cm x 75cm

This piece is inspired by candid portraiture and still lifes of feminine settings and objects such as ribbons, makeup, clothing and other products. My room, social media, friends and video essays I watch all focus on the idea of girlhood. In contemporary culture, especially on social media, there has been a rise of humourous takes on girlhood, such as the 'sad hamster with a bow' meme and the comedic phrase, "I'm just a girl". There is also a song by Lana Del Rey titled, *This is What Makes us Girls*. I want to reach others with similar interests, my composition creating a visual invitation, making it appear as though we are getting ready together.

81

Isla HODGKIN & Ellena POEDJERKO
 Applecross Senior High School, Year 9
Undersea Empress, Wearable art – textiles and mixed media,
 180cm x 70cm x 60cm

Our work is inspired by the Great Barrier Reef and its abundance of life. The Reef is home to many species of plant and animal life such as the lionfish - known for its striking and vibrant appearance. This dramatic fish is represented in our wearable art piece constructed from a bicycle helmet covered in papier and fabric mâché, with wire wings attached through the holes. Orange fabric, sprayed with red and yellow, wraps the wire and contrasts with the cooler colours of the body piece, embodying the colour changing characteristics of this fish. The body piece is a tribute to the intricate and fragile complexity of the coral reef. To emulate the textures of coral and plant life found in the Great Barrier Reef, colourful fabric scraps were tied onto the frame. Thin wire was also used to create dramatic fins. The entire collaborative work envisions the life and landscape of the Reef.

82

Mabel McTERNAN (Year 8) & **Leila MONTGOMERY** (Year 9)
 Applecross Senior High School
Toro de Moda, Wearable art – textiles and mixed media,
 190cm x 100cm x 60cm

Our artwork *Toro de Moda* emphasises the history of native Peruvian culture and the pain people suffered under colonisation from the 1600s to modern times. The piece portrays the head of a bull made from a bike helmet, wire mesh and wooden stakes. The outside is constructed from tinted brown glue and sheets of old paper printed with inventions from the industrial era. The corset is made from interwound fabric strips tied off to create a ruffled effect then sewn into a bodice.

The kaleidoscopic colours reflect traditional native Peruvian textiles, with vivid hues, patterns and textures. Bulls were a common symbol of protection, fertility and prosperity although they were introduced livestock. This bull is depicted with red ears representing thousands of native Peruvians who were murdered under settlers' rule in battles for their land.