Annual
School Report 2013

Confident • Innovative • Successful
It is our pleasure to introduce the 2013 Melville Senior High School Annual Report to the school and wider community. We commend this report to you, noting that it makes extremely gratifying reading for anyone with an interest in our school.

It was our second full year as an Independent Public School (IPS) in 2013. The IPS program is intended to provide highly capable public schools with greater decision-making autonomy. One of the key features of Melville SHS being an IPS has been the development and implementation of a three-year Business Plan linking our school vision, ethos, values and beliefs about learning and teaching to strategic and operational planning to improve student outcomes. This is done through the clear description and implementation of improvement targets. Central to our 2012 - 14 Business Plan is the vision of being "the school of choice for the local and wider community". This entails providing a safe and attractive learning environment, which supports students in the achievement of academic, sporting, social and cultural success.

Throughout 2013 in various public forums, we repeatedly measured our students (and therefore the school) in terms of their individual and collective successes in the intellectual (academic), physical (sporting), cultural (creative) and social (civic) domains.

As outlined in more detail elsewhere in this report, 2013 saw our Year 12 students achieve outstanding results in their Western Australian Certificate of Education (WACE) Exams. It was an outstanding year by any measure for Melville SHS with the headline academic data showing that our Year 12 students not only achieved 100% graduation (WACE) for the ninth time in ten years but also an outstanding attainment rate of 99% which was the second best result of any public school in the state (shared with Perth Modern School and Shenton College).

Melville SHS was listed in three of the four so-called “League Tables” as a top performing academic school (ATAR and VET) and individually, four of our students scored an ATAR of 99 or above (earning a place in the elite ‘99 Club’) with our top student placing 15th best in the state with an ATAR of 99.8 while also receiving a Special Certificate of Distinction for Mathematics!

In addition to the excellent graduation and attainment results, for the eighth time in as many years Melville SHS was identified by the Minister of Education as being a ‘Top Public School’. The school’s median ATAR of 78.6 ranked us higher than many private schools and above the state public school average of 75.3 and our ‘like school’ average of 69. Furthermore 21% of Melville students received an ATAR in the 90s (i.e. in the top 10% of the state). An impressive 63% of our students received an ATAR in the top 30% of the state and 96% of Melville students achieved an ATAR sufficient to get university entrance.

Melville SHS students were the best performing students in the state in five courses (Accounting, Chemistry, Geography, Physics and Mathematics 3C/D), 63% of our WACE examination courses received a scaled score above the state and ‘like school’ averages and seven students received a State Curriculum and Standards Authority Certificate of Commendation for receiving 20 A Grades in Years 11 and 12. Finally, Melville VET students achieved an impressive top 15 “best in state” ranking and placed 17th highest in the private and public school league tables for participation.

Further to this excellent Year 12 achievement data, our Year 9 students, in national and state-wide standardised testing exceeded state, ‘like’ socio-economic schools and Australia-wide achievement averages in NAPLAN testing (literacy and numeracy) as well as state and ‘like school’ averages in the WAMSE Science and Society and Environment testing.

Students’ cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Melville Arts program. Throughout 2013 arts students were involved in over 59 exhibitions, performances or competitions outlined in the Highlights sections in this report.

In terms of sporting successes the Melville Senior High School Athletics team, in only their second year in the B Division, swept the field to easily win the competition and earn promotion into A Division for 2014. Our other whole-school interschool sporting event is swimming and in 2013 our team consolidated their position in the B Division with a very creditable fourth place.

Our other sporting teams, including netball, basketball, soccer, AFL, touch rugby and hockey all proved competitive and had considerable success winning through to championships at various levels within their respective codes. We were also proud of numerous individual student successes at local, state and in some cases national and international levels throughout 2013. These many successes illustrate not only the breath and
depth of sporting talent at Melville SHS and show that our co-curricular sports program is paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both inside and out of our school, for which we can be justifiably proud. Perhaps the strongest demonstration of this commitment is through our Emergency Service Cadets who continue to represent the school at ANZAC and Remembrance Day commemorations as well as providing much needed support to local SES units.

The year also saw the continuation of our school building program with the completion of the government funded science laboratory refurbishment that saw four science classrooms fully upgraded to modern form and function. In addition to the completion of this million-dollar project, numerous smaller wholly school-funded building programs were commenced or completed, including the ongoing rendering and painting of the brown brick walls; construction of two sets of steps to improve oval access; replacing classroom furniture in a number of learning areas and the renovation of a number of classroom and staff office areas to improve capacity and function. Also the air-conditioning program was completed for every space in the school, which helps make Melville SHS a comfortable and highly functional learning environment.

Significant changes to educational funding were announced in term 3, which coupled with a new student-centred funding model for 2015, required late changes to our one-line budget. In 2013 we reached a student population of 974, a small increase from the 2012 figure of 952. Changing circumstances have required us to slow down our growth rate since we set a target of 1050 to 1150 students by 2014, so we are now on track to reach 1000 students in 2014 and around 1300 in 2015 when the Year 7s arrive and the half-cohort graduates.

Our potential is greatly enhanced by a supportive School Board and a motivated, caring and talented staff. We would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging (and rewarding) of roles. This said, what we achieve also requires students to engage in their own learning program and at Melville SHS we are proud to have polite, well-behaved, pleasant, and for the most part, highly motivated students who are prepared to ‘have a go’. As a school we try to embrace a culture of continual improvement and we look forward to 2014 being another year of growth with every confidence that it will also be a year of great success. If you would like further or more detailed information on school performance please don’t hesitate to contact the relevant members of the school Executive Team.

Kind regards,

Phillip White
AM, RFD, BA, Grad Dip Ed, MEd (Man)
Principal Melville SHS
March 2014

Paul Richards
BAPPSc, Grad Dip (Org Psych), MBA
School Board Chair Melville SHS

Whole of School Highlights

Academic
- Top Public School Award from 2006 to 2013
- 100% WACE Completion - equal FIRST in State
- 99% Attainment Rate - 5th best Public School
- Median ATAR of 78.6 - 15th best Public school
- 37th best in Top 50 WACE Schools - 11th best Public School
- 15th best Top 50 VET Schools for Achievement
- 17th best in Top 50 VET Schools for Participation
- 99 Club - George Pickering 99.8 - Adam Gawn 99.65
- Theresa Nguyen 99.65 - Ignasius Septiaputra 99.25
- 95 Club - Zei Wei Luo (98.05) - Morgan Remaj (95.65)
- Special Certificate of Distinction in Mathematics - George Pickering
- Melville SHS students were the highest performing in the State in: Accounting, Chemistry, Geography, Physics, Mathematics 3C/D
- Australian National Chemistry Quiz by Royal Australian Chemical Institute: Award of Excellence - Mikael Setiaputra
- Australian Mathematics Trust Prize - Mikael Setiaputra (top 0.3% of the State). 180 students competed with 4 High Distinctions, 33 Distinctions and 75 Credits

Sport
State Team Representative
- Athletics: James Gallaugher - Year 8 won 200m in World Record time of 21.73 seconds
- Under 18 AIS-AFL Academy: Jarrad Pickett - Year 12. Also Best Player in the Australian schoolboys team
- SSWA Netball: Jessica Smith won a Silver medal - Year 11 Coaches were Sue Gerrard and Sonia Soltoggio
- SSWA State Cross Country: Sanders Lundegaard - Year 8
- Triathlon: Jeremy Shaw - Year 9
- Under 18 Girls AFL: Katrina Tinson - Year 12
- Junior Goal Ball: Alex Carmichael-Hillan - won gold - Year 8
- Australian Ice Racing Open Championships: Ryan Milby - Year 8
- Gymnastics WA Border Challenge: Lacey Bishop - Year 8
- Singapore Netball Tour

Interschool Swimming B Division
- Year 9 Champion boy: Kieran Peters
- Year 8 Runner-up Champion boy: Ben Hopkinson
- Year 12 Runner-up Champion boy: Brendan Peters

Interschool Athletics Carnival
- Winners promoted into A Grade
- Year 8 Champion boy: James Gallaugher
- Year 9 Runner-up Champion boy: Abu Dulleh
- Year 9 Runner-up Champion girl: Mikaylah Payne
- Year 10 Champion girl: Jessica Smith
- Year 10 Runner-up Champion boy: Lachlan Fehrman

Arts and Technology
- Music Tour to Melbourne
- Music Brunch
- Variety Show - 84 students involved
- Twilight Concert
- Shaun Tan Art award
- Fremantle Headspace exhibition (finalists)
- South of the River Dance Festival
- Royal Show Exhibition where three students received 2nd, 3rd and highly commended.
- Electric car ITC Global eVChallenge - won third in the Yuassa Class and second in the ECU Engineering Design Awards

Community
- Cormac Power (Year 11) was one of four students from WA to represent Australia at the UN Youth Conference in Europe
- 2014 Relay for Life - 12 students participated
- ANZAC Commemoration Service - RSL Applecross
- The Governor’s Breakfast
The Senior School report addresses Business Plan Priority 1: Academic Achievement in general and Target 7 1.1.4 and Foci 1.5: (WACE Achievement) in particular.

**Tertiary Entrance**

67 Year 12 Melville SHS students (41%) engaged in the 2013 Western Australian Certificate of Education (WACE) Exams and applied for Tertiary Entrance with a median Australian Tertiary Aggregate Rank (ATAR) of 78.7. The median ATAR score of 78.7 ranked Melville SHS as the 15th best performing Public School (8th best in the Metropolitan area). Altogether 62 (93%) students received an ATAR high enough to get into university by direct entry. Melville SHS ranked 37th in the all-state ‘Top 50’ schools for ATAR (11th best Public Schools and 7th best Public School in the Metropolitan area) and as can be seen in the following table, exceeded the average of both the state and our ‘like’ SEI schools (achieving Target 1.5.2). Significantly, 17 students (25%) received a scaled score of 75+ in one or more courses. 21% of students received an ATAR in the 90s (i.e. in the top 10% of the state), 40% received an ATAR greater than 80 (i.e. in the top 20% of the state) while 63% received an ATAR greater than 70 (i.e. in the top 30% of the state).

**Year 12 Scholarships**

- **Australian Defence Force Leadership and Teamwork Award:** Tia Sandhu
- **Edith Cowan Personal Excellence:** Adam Gawn
- **Caltex Best All Rounder:** Natasha Pearson
- **Minister of Education’s Aviation Award:** Year 11 Phillip Hawkins

**Academic**

- Dux ATAR: Adam Gawn
- Dux Vet: Francis Jamieson

**Year 12 Honours**

- “Perspectives” exhibition at AGWA (Michelle Maretha was one of only 50 state-wide exhibitors)
- Young Originals Exhibition Year 12s selected to exhibit were Anja Guller-Sheppard, Michelle Maretha and Natasha Pearson
- The Crime Prevention Through Environmental Design Award Winner - Year 12 Design class
- City of Melville Sculpture Walk - Year 12 art class selected to exhibit
- Melville Art Awards Year 11 June Sanannam and Year 12s Natasha, Anja Guller-Sheppard and Kate Bartley selected to exhibit
- Swing Band performed at Murdoch University School of Law graduation and the “Aqua Via on the Swan 20th Anniversary” ceremony

**Arts**

- “Perspectives” exhibition at AGWA (Michelle Maretha was one of only 50 state-wide exhibitors)
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**Cultural Exchange**

- **Italy** Benjamin Cochrane and Isobel Bartlet went to Italy after hosting two Italian students Beatrice Verze (Year 11) and Martina Cinelli (Year 10)
- **China** sister-school relationship signed with specialist art school

**Community**

- Venturers: Tanika Callister (Year 12) was elected Vice Chair of the Western Australian Branch Venturer Council and Vice Chair of Western Australian Venturers
- **World Vision Global Leaders’ Convention:** Thea Maneja, Rachael Rapheal, Caitlan Sloan-Drown and Natasha Pearson

**Sport**

- **House Swimming**
  - Champions: Boys - Brendan Peters, Girls - Deni Campbell
  - Year 11: Michael Triall, Keely Wrathall

**School Acquisition Highlights**

- Graphic Design Media 3D Printer
- Aviation Centre acquires a second flight simulator
- Science laboratory upgrade for four classrooms
Twelve (50%) of our Year 12 courses had a WACE exam mark higher than the Department of Education ‘state’, ‘like school’ and ‘all state’ average; fifteen courses (63%) had a WACE exam mark higher than Department of Education ‘state’ and ‘like school’ average, while 16 (67%) exceeded ‘like school’ average. Accounting (taught by Kerry Love), Chemistry (Matt Durston and Sally Narvaez), Geography (Gail Armstrong), Physics (Matt Durston) and Mathematics 3CD (Hilary Browton and Mike Andrews) were recognised by the School Curriculum and Standards Authority as ‘highest performing courses’ in the state.

While these are very exciting results for us as a school, it needs to be noted that a higher number of students than expected ‘failed’ their Stage 3 English ATAR exam. This did not influence their achievement of English language competence (Target 1.1.4) nor did it appear to impact on their ability to gain university entrance. However, the Head of English and his team are determined to rectify any planning, preparation and/or engagement issues that may have contributed to this lapse in student exam performance.

In recognition of the outstanding performance of our Year 12 students Melville SHS again achieved the criteria for Top Public School Award in 2013. This is the eighth time in as many years that the standard for this prestigious award has been achieved by Melville SHS. Specifically for achieving:
• 100% Graduation
• 99% Attainment Rate
• 37th Best ‘Top 50’ ATAR school
• 15th Best ‘Top 50’ VET school (see following)
• 7 Certificates of Commendation
• 4 students in the ‘99’ Club and
• 1 Special Certificate of Distinction (Mathematics)

Vocational Education

127 Year 12 students (78%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 126 students (99%) of these completed a Certificate II or higher. This placed Melville SHS as 15th in the “Top 50 VET Schools” for Achievement and 17th in the “Top 50 VET Schools” for Participation.

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75+:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number acquiring an ATAR</th>
<th>Number achieving one or more scaled scores of 75+</th>
<th>Percentage achieving one or more scaled scores of 75+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>65</td>
<td>14</td>
<td>22%</td>
</tr>
<tr>
<td>2011</td>
<td>58</td>
<td>12</td>
<td>21%</td>
</tr>
<tr>
<td>2012</td>
<td>77</td>
<td>13</td>
<td>17%</td>
</tr>
<tr>
<td>2013</td>
<td>67</td>
<td>17</td>
<td>25%</td>
</tr>
</tbody>
</table>

Graduation (WACE Completion) Rate

The Melville SHS Graduation (WACE completion) rate for 2013 was 100% (achieving Target 1.5.1) - the sixth consecutive year of attaining this result and the ninth time in ten years. This graduation rate places us equal first in the State. To graduate a student must also achieve their English Language Competence. Accordingly 100% of Melville students attaining this important benchmark (achieving Target 1.1.4).

WACE Achievement 2010 - 2013:

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Year 12 Students</th>
<th>Percentage achieving WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>116</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>121</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>150</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>163</td>
<td>100%</td>
</tr>
</tbody>
</table>

Attainment Rate

‘Attainment Rate’ is the measure of a graduating student’s achievement of one or both of the following: a 55+ ATAR (enough to get into university) or a Certificate II or higher (enough to get into TAFE or meaningful employment). Attainment rates are increasingly being seen as the benchmark standard for measuring whole-school academic achievement in Year 12 at both the national and state level. In 2013 Melville achieved an outstanding Attainment rate of 99% - the second highest public school rate in the state. This compared with a ‘like school’ Attainment rate of 66% and a statewide attainment rate of 75% (achieving Target 1.5.3).

Retention

Student Apparent Retention and Progression Rates reflect effective counselling of students into appropriate schooling and other training options as well as the growth of the school at non-traditional entry points. A small number of students chose to leave school before they completed Year 12 when they were successful in gaining Vocational Education and Training placements in off-site locations and other educational opportunities (see the ‘10 to 12’

Vocational Education

Student Participation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Year 12 Students</th>
<th>Number acquiring an ATAR</th>
<th>Number of students in a Cert II or higher</th>
<th>Number of students completing a Cert II or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>116</td>
<td>65</td>
<td>56%</td>
<td>76</td>
</tr>
<tr>
<td>2011</td>
<td>121</td>
<td>58</td>
<td>48%</td>
<td>88</td>
</tr>
<tr>
<td>2012</td>
<td>150</td>
<td>77</td>
<td>51%</td>
<td>124</td>
</tr>
<tr>
<td>2013</td>
<td>163</td>
<td>67</td>
<td>41%</td>
<td>127</td>
</tr>
</tbody>
</table>
Retention rate in the following table). While this is quite acceptable and indeed desirable for some students, it is pleasing to note that the retention rates from Year 10 to 11 (95%) and Year 11 to 12 (86%) have continued to remain high. This data suggest that we are achieving our school vision (and indeed our ‘purpose’) of providing strong academic and vocational pathways for our Senior School students as they make the successful transition from late adolescence to early adulthood.

Significantly the 2013 Year 10 to 12 retention rate of 75% shows a stabilised improvement over the period 2011 - 13 (the life of our Business Plan). Finally the Apparent Retention Rate of 102% from Years 8 to 12 achieved in 2013 is a significant improvement on previous years and supports the evidence shown elsewhere that we are increasingly realising our vision of becoming ‘the school of choice for the local and wider community’. The Apparent Retention Rate of 95% from Year 10 to 11 achieved in 2013 places the school well on track to equal or exceed the 80% target considered important in establishing a viable population of Year 11 students for 2013 (see Target 2.1.2).

**Apparent Retention and Progression Rates (%):**

<table>
<thead>
<tr>
<th>Year/s</th>
<th>8 - 10</th>
<th>8 - 12</th>
<th>10 - 12</th>
<th>10 - 11</th>
<th>11 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>106%</td>
<td>83%</td>
<td>69%</td>
<td>91%</td>
<td>80%</td>
</tr>
<tr>
<td>2011</td>
<td>126%</td>
<td>90%</td>
<td>75%</td>
<td>102%</td>
<td>83%</td>
</tr>
<tr>
<td>2012</td>
<td>147%</td>
<td>80%</td>
<td>76%</td>
<td>101%</td>
<td>85%</td>
</tr>
<tr>
<td>2013</td>
<td>118%</td>
<td>102%</td>
<td>75%</td>
<td>95%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Intentions and Destinations**

94% of Melville students have achieved a post-school destination of university, TAFE, an apprenticeship, a traineeship or employment. Specifically, 93 students (57%) accepted university placement, 26 students (16%) accepted a place at TAFE, three students (2%) have been offered apprenticeships, while 29 students (18%) have taken up employment opportunities.
### Student Performance – Stage 1 Courses – Grade Distribution:

<table>
<thead>
<tr>
<th>Course</th>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology (Stage 1 AIT)</td>
<td>School</td>
<td>20.0% (3)</td>
<td>40.0% (6)</td>
<td>26.67% (4)</td>
<td>6.67% (1)</td>
<td>6.67% (1)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>19.82% (129)</td>
<td>40.0% (13)</td>
<td>39.02% (254)</td>
<td>5.68% (37)</td>
<td>6.79% (52)</td>
<td>0.15% (1)</td>
</tr>
<tr>
<td>Building and Construction (Stage 1 BCN)</td>
<td>School</td>
<td>21.88% (7)</td>
<td>40.62% (13)</td>
<td>37.5% (12)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>15.13% (41)</td>
<td>31.37% (85)</td>
<td>47.97% (130)</td>
<td>4.06% (11)</td>
<td>1.48% (4)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Career and Enterprise (Stage 1 CAE)</td>
<td>School</td>
<td>21.93% (458)</td>
<td>31.7% (662)</td>
<td>37.12% (775)</td>
<td>4.26% (89)</td>
<td>4.84% (101)</td>
<td>0.14% (3)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>15.0% (6)</td>
<td>27.5% (11)</td>
<td>45.0% (18)</td>
<td>12.5% (5)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Children Family and Community (Stage 1 CFC)</td>
<td>School</td>
<td>21.88% (7)</td>
<td>40.62% (13)</td>
<td>37.5% (12)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>15.13% (41)</td>
<td>31.37% (85)</td>
<td>47.97% (130)</td>
<td>4.06% (11)</td>
<td>1.48% (4)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Dance (Stage 1 DAN)</td>
<td>School</td>
<td>35.29% (12)</td>
<td>32.35% (11)</td>
<td>32.35% (11)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>22.35% (59)</td>
<td>40.15% (106)</td>
<td>31.44% (83)</td>
<td>3.79% (10)</td>
<td>2.27% (6)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Design (Stage 1 DES)</td>
<td>School</td>
<td>15.79% (6)</td>
<td>36.84% (14)</td>
<td>42.11% (16)</td>
<td>0.0% (0)</td>
<td>5.26% (2)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>22.45% (423)</td>
<td>29.67% (559)</td>
<td>38.32% (722)</td>
<td>5.73% (108)</td>
<td>3.82% (72)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>English (Stage 1 ENG)</td>
<td>School</td>
<td>25.47% (27)</td>
<td>29.25% (31)</td>
<td>42.45% (45)</td>
<td>2.83% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>16.6% (971)</td>
<td>31.21% (1826)</td>
<td>45.47% (2660)</td>
<td>3.15% (184)</td>
<td>3.54% (207)</td>
<td>0.03% (2)</td>
</tr>
<tr>
<td>Food Science and Technology (Stage 1 FST)</td>
<td>School</td>
<td>16.05% (13)</td>
<td>50.62% (41)</td>
<td>33.33% (27)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>20.39% (400)</td>
<td>35.12% (689)</td>
<td>38.38% (753)</td>
<td>3.72% (73)</td>
<td>2.29% (45)</td>
<td>0.1% (2)</td>
</tr>
<tr>
<td>Health Studies (Stage 1 HEA)</td>
<td>School</td>
<td>30.88% (21)</td>
<td>29.41% (20)</td>
<td>35.29% (24)</td>
<td>4.41% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>24.85% (209)</td>
<td>29.73% (250)</td>
<td>33.06% (278)</td>
<td>8.2% (69)</td>
<td>4.16% (35)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Integrated Science (Stage 1 ISC)</td>
<td>School</td>
<td>20.0% (3)</td>
<td>20.0% (3)</td>
<td>46.67% (7)</td>
<td>6.67% (1)</td>
<td>6.67% (1)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>20.58% (247)</td>
<td>28.17% (338)</td>
<td>38.83% (466)</td>
<td>7.58% (91)</td>
<td>4.83% (58)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Literature (Stage 1 LIT)</td>
<td>School</td>
<td>17.24% (5)</td>
<td>31.03% (9)</td>
<td>48.28% (14)</td>
<td>3.45% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>15.76% (55)</td>
<td>31.81% (111)</td>
<td>42.41% (148)</td>
<td>6.3% (22)</td>
<td>3.72% (13)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Materials Design and Technology (Stage 1 MDT)</td>
<td>School</td>
<td>29.69% (19)</td>
<td>42.19% (27)</td>
<td>26.56% (17)</td>
<td>1.56% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>14.27% (258)</td>
<td>32.47% (587)</td>
<td>41.81% (756)</td>
<td>7.8% (141)</td>
<td>3.6% (65)</td>
<td>0.06% (1)</td>
</tr>
<tr>
<td>Music (Stage 1 MUS)</td>
<td>School</td>
<td>33.33% (1)</td>
<td>33.33% (1)</td>
<td>33.33% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>20.08% (49)</td>
<td>39.75% (97)</td>
<td>32.38% (79)</td>
<td>4.51% (11)</td>
<td>3.28% (8)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Physical Education Studies (Stage 1 PES)</td>
<td>School</td>
<td>20.0% (9)</td>
<td>31.11% (14)</td>
<td>46.67% (21)</td>
<td>2.22% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>22.53% (415)</td>
<td>34.26% (631)</td>
<td>35.94% (662)</td>
<td>5.54% (102)</td>
<td>1.74% (32)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Visual Arts (Stage 1 VAR)</td>
<td>School</td>
<td>37.5% (15)</td>
<td>27.5% (11)</td>
<td>27.5% (11)</td>
<td>7.5% (3)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>16.65% (206)</td>
<td>30.15% (373)</td>
<td>42.12% (621)</td>
<td>6.79% (84)</td>
<td>4.04% (50)</td>
<td>0.24% (3)</td>
</tr>
<tr>
<td>Workplace Learning (Stage 1 WPL)</td>
<td>School</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>28.44% (576)</td>
<td>32.2% (652)</td>
<td>30.47% (617)</td>
<td>3.46% (70)</td>
<td>5.14% (104)</td>
<td>0.3% (6)</td>
</tr>
<tr>
<td>Mathematics (Stage 1DE MAT)</td>
<td>School</td>
<td>19.67% (12)</td>
<td>36.07% (22)</td>
<td>36.07% (22)</td>
<td>6.56% (4)</td>
<td>1.64% (1)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td></td>
<td>DoE</td>
<td>20.28% (828)</td>
<td>28.36% (1158)</td>
<td>39.16% (1599)</td>
<td>7.32% (299)</td>
<td>4.82% (197)</td>
<td>0.05% (2)</td>
</tr>
</tbody>
</table>

### Stage 1 WACE Courses

Students in non-examined courses typically achieved at State or above state percentages with regard to grade distribution, with Applied Information Technology (20.0%), Building and Construction (22%), Career and Enterprise (41%), Dance (35%), English (25%), Health Studies (31%), Literature (17%), Materials Design and Technology (31%), Music (33%) and Visual Art (38%) all with a greater percentage of A grades than the state distribution. Significantly, rates of D and E grades are lower in most courses than the state distribution, with Building and Construction, Dance, Food Science and Technology, Music and Workplace Learning failing no students in their courses.
The Middle School report addresses Business Plan Priority 1: Academic Achievement in general and Foci 1.1 (Literacy and Numeracy); Foci 1.2 (Teacher Judgement Data); Foci 1.3 (WAMSE Achievement); Foci 1.4 (Middle School Class Structures); and Foci 1.6 Pedagogical Change in particular. It also addresses Foci 2.5, 3.1, 3.2 and 3.3.

Teacher Judgement Data
(Business Plan targets 1.2.1 - 1.2.2)

School Performance in the Middle School (see snap shots across Years 8 to 10 below) showed that Melville SHS students out-performed both state (DoE) and ‘like schools’. In 2013 at Melville SHS a higher proportion of students attained A or B grades and fewer D and E grades across Years 8, 9 and 10 (achieving Target 1.2.1 and Target 1.2.2 for state and ‘like schools’). A student who receives a C grade is deemed to meet the standards typical of students in their year group, whereas students achieving an A or B grade are performing above or well above expected standards.

By Year 10 at Melville SHS many of our classes have been streamed into ability groups (see Target 1.4.1 Strategy 1) giving students the best opportunities to target their learning needs in preparation for Senior Schooling. With Melville SHS students achieving at a higher level in comparison to state and ‘like schools’ throughout the three years of Middle School, it is a sign that the preparation for Senior Schooling academic rigour is being met. During 2013 a re-structuring at Melville SHS has taken place to move Year 10 into a Senior School model, which will be reflected in 2015 timetabling changes. This said, it is a recommendation that each learning area continues to focus on exploring and adopting pedagogical strategies that increase the number of students achieving A to C grades thereby ensuring students are maximising their potential. This particularly applies to the school’s Aboriginal student achievement data, which needs improvement. (See Target 1.2.1 and 1.2.2).

The student performance graphs above are a representative sample from across Year 8-10 and are illustrative of similar results across learning areas that show Melville SHS is meeting targets 1.2.1 and 1.2.2.
National Assessment Program
Literacy and Numeracy (NAPLAN)
(Business Plan targets 1.1.1 – 1.1.4)

NAPLAN assesses students in all Australian schools in Years 3, 5, 7 and 9. Scores provided are an indication of student achievement and are expressed in Band levels with the higher the band, the higher the achievement level. In 2013 Melville SHS students achieved above DoE and ‘like school’ averages (achieving Target 1.1.1 [a] Target 1.1.1 [b] for State and ‘like schools’).

The percentage of students achieving at or below the minimum national standard or ‘benchmark’ (Band 1 to 6) at Melville SHS was lower than DoE and ‘like school’, with the exception of writing which was comparable to ‘like school’ and equal to state (shown below). Melville’s commitment to improving literacy and numeracy results has been a mainstay of the school’s past performance and it continues to put programs in place in response to the needs of the student body and for any particular cohort. These strategies are evident in the school’s committees and the successful strategies that have eventuated from these groups (see Target 1.1.5).

Some of these strategies included targeting students at risk; starting early test preparation in Year 8; maximising information attained on prior tests to help focus on areas of weakness; implementing more generalised whole-school paragraphing writing strategies and more recently, a number of comprehension strategies. The results obtained from the testing regime in Year 9 form the basis for continued strategic improvement into Year 10.

Academic
◆ Year 9 NAPLAN Results exceeded State, ‘like’ socio-economic schools and Australia-wide achievement averages in literacy and numeracy as well as State and ‘like’ school averages in Science and Society and Environment.
◆ Australian National Chemistry Quiz - Royal Australian Chemical Institute
  - 12 High Distinctions (top 10%)
  - 18 Distinctions over Years 8-10

Educational
◆ Have Sum Fun Competition
  Two teams who performed well and enthusiastically
◆ Interschool Numero Challenge
  Three teams competed and did well
◆ Gifted and Talented
  - Australian Geography Competition:
    17 high distinctions, 18 distinctions and 40 credits.
  - UWA Writers Festival
  - Robotic Demonstration to Year 9s
  - Remotely Operated Vehicles (ROV’s) technology display
◆ Writers
  - Sue Whiting spoke and read to Year 8s from her current book ‘Portraits of Celina’
  - Tim Cope writer, filmmaker and adventurer
◆ Interschool Debating

Arts
◆ Perth Black Swan had three students selected to exhibit:
  Dorsan Imani Portraiture Award Year 10
  Jake Pantinople Heritage Award Year 9
  Jason Kim Exhibited Year 10
◆ Canning Art Awards:
  Year 9s Alaizza Dumlao, April Matalog, Jake Pantinople, Corey Farrell and Lilly Ford
◆ Atwell Art Awards - Highly Commended Award
  Year 10 Fashion students Emer Bartley, Elyna Pullan, Kirstyn Hush and Madison Moore
◆ Doodle for Google competition
  Kody Francis was one of 32 winners in the Year 9-10 catagory
◆ Melville Art Awards
  Year 9 Crisanta Marinas and Year 10 Natasha Pecotich selected to exhibit

Sport
◆ House Swimming
  Champions
  Year 8 Boys Ben Hopkins
  Year 9 Girls Akira Remaj
  Year 10 Boys Kieran Peters
  Year 10 Girls Rhianna Huston
  Year 10 Cullen Dans
  Year 10 Lachlan Price
◆ Interschool Cross Country
  Year 9 Abu Dulleh 8th
  Year 8 Sander Lundegaard 9th

Community
◆ United Nations Youth Leaders Forum
  Participants: Year 9s Tara Ivanisic, Harsh Sharma and Lee Noah.
◆ Public Speaking
  Year 10 student Moesha Rumpf made it to the area final of the Rotary Four Way Speech Competition.
Western Australia Monitoring Standards in Education (WAMSE) Year 9 Data
(Business Plan Target 1.3.1)

These tests occurred for the final time in 2013 across the Society and Environment and Science learning areas. They were developed using the learning outcomes described in the Curriculum Framework (now superseded by the Australian Curriculum), which provides the context for measuring and reporting student performance across all year groups. Unlike NAPLAN these tests are limited to only Western Australia. In 2013 Melville SHS students outperformed ‘like schools’ and State scores (achieving Target 1.3.1). This shows that in the areas of Science and Society and Environment that Melville SHS students are being well equipped for the future rigours of these learning areas and more importantly, the specialisation that occurs in Senior School subjects. It is important to note that ongoing strategies are being used to decrease the number of students performing in the bottom 20% of state scores. These strategies include increased in-class assessments; therefore preparing students for exams, common assessment tasks across classes and analysis of area of underperformance patterns in the WAMSE tests.

Pathways in Middle Schooling
(Business Plan targets 1.4.1, 1.5, 1.6.1 - 1.6.3 and 2.5)

Melville SHS offers students an array of pathways in the Middle School years (see Target 1.4). We have four state-wide Approved Specialist Programs specifically: a Gifted and Talented Education Program (GATE) in the Humanities, Maths and Sciences; Aviation Studies and Netball (see Target 2.5). In 2013, the school began a fourth specialist program in the field of Graphic Design.
Media. Each of these programs provides students with the opportunity to extend an area of specialisation or special interest into their school curriculum and/or to accelerate their learning based on a particular academic aptitude.

In 2013 our sixth cohort of GATE students concluded their studies at Melville. This cohort graduated successfully from the school with a median ATAR of 86.05 (see Target 1.5). Throughout their five years at Melville SHS GATE students have been provided with an array of extension courses, competitions and an accelerated curriculum, which sees them well placed to succeed in not only their chosen Senior School courses but also after school at university, TAFE or in the workplace.

In our Approved Specialist Netball program, students have competed in a number of events and carnivals as well as touring the Southwest. Team results and individual performances have continued to improve. Our Year 10 students were also accredited with umpiring certification.

In addition to these four current state-wide and Specialist testing programs, Melville SHS provides a local selection Academic Extension Course (AEC) in Years 8 to 10 and a widely acclaimed Music in Focus program (see Target 2.5). Again, each of these programs provides our students with extension and acceleration opportunities.

Melville hosts an Intensive English Centre supporting students who have limited schooling and English. When students graduate from this program they often stay at Melville SHS and are supported through our English as a Second Language Program (see separate IEC report).

The Year 8 to 10 BUILD program and Melville Learning Centre (see Target 1.4) provide students at educational risk with alternative education programs that support the whole child as they find their pathway into Senior School, with an extra focus on literacy and numeracy, careers, social awareness and life-skills options.

During 2013 the school continued a targeted approach to improving pedagogy; particularly focussing on a program of Instructional Strategies (see Target 1.6). This program started with 12 teachers in 2012 and during 2013 an additional 14 were trained. These numbers will be increased throughout 2014, while training two staff for higher accreditation. The program aims to increase learning and levels of accountability for student achievement in all classrooms. These strategies are well placed to further enhance the literacy and numeracy strategies already being focussed upon in the Middle School at Melville SHS.
Managing Curriculum Change
(see Business Plan Targets 3.1 and 3.2 and 3.3)

Curriculum change is continuing across Australian schools as the Phase 1 Australian Curriculum is implemented (see Target 3.1.1). During 2013 the learning areas tagged as Phase 1 (English, Maths, Science and Society and Environment/History) at Melville SHS continued to refine programs within the Australian curriculum and fully-reported on these areas. This phased reporting is planned to then continue into Year 9 in 2014 and then Year 10 and 7 in 2015.

In preparation for a major change occurring in 2015 when Year 7s move into the Secondary school setting, Melville Senior High continued its transition program to manage this shift. The school continued its network partnerships and offered a Maths and Science program to each of the network primary schools. This program saw Year 7 students attend Melville SHS for two hours per week for a semester. The learning program was delivered and reported-on by specialist Melville teachers utilising specialist facilities. Melville has continued to work with the community by holding information evenings for 2015 Year 7s and started planning for improvements to the grounds to accommodate the extra students therefore continuing to achieve Target 3.2.1.

Information Communication Technology (ICT) is expanding at an ever-increasing pace and Melville has made it a priority for both staff and students to use ICT, online learning strategies and tools to improve learning, communication and reporting (see Target 3.3.1). While one of the key strategies for achieving this target has been the 1:1 MacBook program for all students in years 9, 10 and selected students in Years 8, 11 and 12 (at the approximate cost of $350,000 in 2013), up-skilling staff in the use of modern ICT devices such as iPads has also been seen as important. Accordingly, in 2013 over 80 staff were issued with an iPad for classroom curriculum delivery and administrative duties (approximate cost of $60,000) and provided with peer-to-peer professional learning.

In addition to these two strategies, Melville SHS is using a web-based software package provided by the DoE called “Connect” which enables students and their parents 24/7 access to course outlines and assessment programs as well as student marks and grades. This has been expanded to include Middle School classes in 2013 and will be built upon during the 2014 school year. The communication of essential information between school, student and home effectively has become instantaneous and will continue to improve. Finally, Melville continues to use the “Reporting to Parents” software package (now being linked to “Connect”), which makes it easier for teachers to report ongoing and final progress in an accurate and timely manner. As the Melville community becomes more familiar with these tools, student/parent understanding of course needs and student performance will help improve student outcomes.

Intensive English Centre
Mrs Taziana Leunig – Program Manager IEC

While not referenced in the Business Plan with specific targets, the Intensive English Centre report addresses Priority 1: Academic Achievement in general and more particularly Foci 1.1 (literacy), 1.2 (teacher judgment data), 1.4 (Middle School class structures) and 1.5 (WACE achievement). On this basis the IEC has developed an Operational Plan that reflects the priorities and foci of the school’s Business Plan. The targets within the plan are drawn from Melville Senior High School’s vision of being a ‘school of choice’ while describing a particular focus on developing successful students, effective teachers and a world-class Intensive English Centre.

The IEC delivers a full curriculum whilst providing a supportive learning environment for students who have language backgrounds other than English. ESL education at this Melville SHS therefore aims to assist these students to become competent enough in English to improve both their educational opportunities and outcomes and their participation in Australian society. The multifaceted process of ESL learning at school involves learning a new language and understanding a new culture, learning to socialise and learning to operate at increasing levels of cognitive and linguistic sophistication in this new language.

ESL achievement at school requires developing competence in the four English modes: speaking, listening, reading & viewing and writing which are assessed on a progressive scale from Levels 1 to 8 through the Western Australian ESL/EALD Progress Map. This report acknowledges that the time taken for an ESL student to learn English varies according to factors such as: previous schooling, motivation, personality, language aptitude, and environmental support. Research supports the view that whilst basic mastery of conversational English develops relatively quickly, it often takes from five to seven years before student competence in English enables them to perform academic tasks equivalent to those of their English-speaking peers. As language acquisition is a developmental process, some students do take much longer to progress through these identified phases of language competence.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Functional</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
<td>7 8</td>
</tr>
</tbody>
</table>

Language achievement targets across IECs have been established at Level 3/4 across all language modes for literate on-arrival learners and Level 2/3 for limited schooling, or less capable learners. Students graduating at the end of each semester are provided with final written reports detailing achievements in speaking, listening, reading/viewing and writing. Following is a summary of results for the Semester 1 and Semester 2 graduating classes.
IEC Language Level Achievement – Semester 1

Legend

Achieved or exceeded target
Achieved target for lower levels
Working towards target

Transition exiting cohort 43 Students’ combined results

<table>
<thead>
<tr>
<th>Level/Micro Skill</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Level 5</td>
<td>5</td>
<td>12%</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Level 4</td>
<td>28</td>
<td>65%</td>
<td>25</td>
<td>58%</td>
</tr>
<tr>
<td>Level 3</td>
<td>6</td>
<td>14%</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>Level 2</td>
<td>4</td>
<td>9%</td>
<td>3</td>
<td>7%</td>
</tr>
</tbody>
</table>

The above table illustrates that out of a combined student cohort of 43, 33 achieved or exceeded the Level 4 target in listening (77%); 29 achieved or exceeded target in speaking (67%); 24 achieved or exceeded target in reading (56%) and 25 achieved or exceeded target in writing (58%), the most difficult of the language modes. These results bear out second-language-learning research and demonstrate that both Reading and Writing are the most difficult language modes for students to achieve. The results demonstrated that this cohort has progressed from the beginning Levels (1 – 2) into the developing Levels (3 – 4) well within the articulated progression rate of between one to two years. The expectation is that with continued ESL support, they will progress through the functional levels (5 – 6) over the remaining time spent in mainstream. What the ESL Progress levels do not reflect is the students who are working well within Level 4 but who have not yet attained the target. These students can be considered working within the accepted language acquisition level.

IEC Language Level Achievement – Semester 2

<table>
<thead>
<tr>
<th>Level/Micro Skill</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Level 5</td>
<td>2</td>
<td>5%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Level 4</td>
<td>14</td>
<td>24%</td>
<td>12</td>
<td>29%</td>
</tr>
<tr>
<td>Level 3</td>
<td>15</td>
<td>36%</td>
<td>16</td>
<td>38%</td>
</tr>
<tr>
<td>Level 2</td>
<td>11</td>
<td>26%</td>
<td>12</td>
<td>29%</td>
</tr>
</tbody>
</table>

The Semester 2 results demonstrate that in both Listening 16 of the 42 exiting students achieved or exceeded the Level 4 target representing 29% of the cohort. In speaking, 14 of the 42 students achieved or exceeded the target, representing 34% of the exiting cohort. In Reading, 7 of the 42 exiting students achieved or exceeded the target representing 17% of the cohort. In Writing, 5 of the 42 students, representing 12%, achieved or exceeded target. A significant portion of this cohort was still working within Level 3 in all modes. This is due to the particular needs of this group as there were many students who presented with significant learning support requirements. The cohort was not strong and this pattern does appear on occasions. A further reason that could explain this lowering of levels is that teachers attended a moderation presentation, which revealed that there were significant discrepancies with subjective levelling of student achievement. Therefore, perhaps teachers have been too modest with their levelling this time. However, working within Level 3 is still an acceptable achievement for students in year 1 of language learning.

Although there is always room for improvement, data from 2013 demonstrates that the IEC English learning program is effectively meeting students’ needs. It also demonstrates that the system-wide target appears to be set at the correct level. The requirement for communication and moderation between teachers of both beginner and transition cohort is evident, as is the need for on-going mainstream support as students at this level engage with a wider range of texts for different purposes and audiences and for more academically demanding tasks. As they adjust to these increased language demands, they may appear to ‘plateau’ or even regress in SAE language and literacy development. In order for students to progress beyond this level, and develop more sophisticated language and literacy skills, they require continued support in mainstream, utilising sound ESL pedagogy delivered by trained ESL teachers.

Transition Support for IEC Students Remaining at Melville SHS

At Melville SHS we endeavour to cater for this identified need by placing students transitioning from the IEC into a mainstream year group that is typically one year less than their chorological age (see Target 1.4.1 Strategies 3, 5, 6 and 12). This is done to provide a longer preparation time before the students enter more rigorous and content-specific Senior School classes in Years 11 and 12. Very specific learning support is provided to former IEC students in the mainstream by forming discrete ESL classes in English (Years 8 – 10), Science (Year 10) and S&E (Years 8 – 10) where trained ESL teachers, working under the direction of the Deputy Principal IEC and the relevant learning area HOLA, manage the transition process. In Year 11 and 12, ESL students (including former IEC students) are provided with literacy support by ESL and IEC qualified teachers, acting in a classroom support or mentor role (see Target 1.5.1 Strategies 3, 5, 7 and 9). Typically this leads to former IEC students achieving considerable success in the Year 12 Stage 2 or 3 English as a Second Language or Dialect course.
The Student and Staff report addresses Business Plan Priority 2: School Sustainability in general and Foci 2.1, 2.2, 2.3 and 2.4 in particular.

**Student Numbers**

In 2013 a small rise in total school population (952 to 974) was achieved in part due to another increase in Year 8 enrolments (204, which is the largest population of Year 8s in recent history) and generally sustained student numbers elsewhere.

Evidence that we are increasingly realising our vision of becoming ‘the school of choice for the local and wider community’ can be seen with the continuation of a trend noted over the past few years of attracting students into the school at non-traditional entry points (e.g. Year 9, which saw an increase of 8 students in 2013). These enrolment figures would have been larger were it not due to rooming constraints. This is an issue we are continually addressing through the adaption of permanent classrooms as well as the increased use of demountable accommodation. The room constraints reluctantly forced us to turn away a significant number of out-of-area applicants, as we continued to focus on catering for families in our local intake area.

In 2014 we plan to restrict our numbers to around 1,000 students, given the expected increase of between 260 - 280 students in 2015, when Year 7s move to High School. We anticipate a starting cohort of between 190 to 200 Year 8 students plus the 2014 half-cohort graduate, which will see a net increase of between 60 to 80 Year 12 students in 2015. While this figure of around 1,000 is lower than the Business Plan target of 1,050 - 1,150 (see Target 2.1.1), our plan was written before the decision to shift the Year 7s to High School was made and it is our view that a total population of between 1,250 - 1,300 in 2015 (well in excess of the 2014 target of 1,050 - 1,150) is about the maximum number of students the school can reasonably accommodate without a significant injection of outside funding for additional buildings.

As said earlier, catering for these increased numbers both in the transition to and in 2015 is made possible by the Department of Education confirming a final allocation of two more demountables and the expenditure of school funds on the adaptive reuse of currently under-utilised classroom spaces and the reclamation of staff office accommodation for use as classrooms.

**Student Attendance**

As can be seen in the table below, the active promotion of the “It’s not ok to stay away” campaign throughout 2013 coupled with the implementation of a series of new initiatives targeted at the 70 - 90% attendance category saw Melville SHS again achieve attendance rates across all year levels (90%) that were above state (87%) and ‘like’ school (89%) averages (overall achievement of Target 2.3.1(a). It should be noted though, that the overall attendance rate of 90.1% was 0.7% down on the 2012 figure and 0.9% below the aspirational target of 91%. The two probable reasons for this small downward trend are firstly the net impact of a decline in ATSI student attendance (see following) and the continued trend of some parents/caregivers taking their children on “cheap” international holidays during school time.

Throughout 2013 the Student Services team continued to implement initiatives to support students to attain close to or greater than the 90% (‘regular’) attendance rate considered important for success at school. These include the continued use of a daily SMS system to notify parents of a student’s absence; reward incentives for achieving excellent attendance both weekly, by term and by year; as well as Principal Commendations and prizes for 100% attendance. Year Co-ordinators and Managers analyse daily attendance rates and provide and apply intervention strategies where appropriate. These strategies however

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>IEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>974</td>
<td>204</td>
<td>215</td>
<td>108**</td>
<td>166</td>
<td>81</td>
</tr>
<tr>
<td>2012</td>
<td>952</td>
<td>192</td>
<td>219</td>
<td>115**</td>
<td>194</td>
<td>152</td>
</tr>
<tr>
<td>2011</td>
<td>926</td>
<td>190</td>
<td>95**</td>
<td>222</td>
<td>204</td>
<td>128</td>
</tr>
<tr>
<td>2010</td>
<td>873</td>
<td>70**</td>
<td>210</td>
<td>199</td>
<td>154</td>
<td>127</td>
</tr>
<tr>
<td>2009</td>
<td>881</td>
<td>170</td>
<td>193</td>
<td>167</td>
<td>163</td>
<td>94</td>
</tr>
<tr>
<td>2008</td>
<td>860</td>
<td>188</td>
<td>164</td>
<td>185</td>
<td>124</td>
<td>96</td>
</tr>
</tbody>
</table>

*These figures include International Fee Paying Students (approximately 48 in 2013).
** This is the half cohort year group.

### Student Attendance Rates for Each Year Group from 2009 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>8-12 MSHS Average</th>
<th>8-12 State/ ‘Like’ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>87.7%</td>
</tr>
<tr>
<td>2010</td>
<td>90%</td>
<td>88%</td>
<td>88%</td>
<td>91%</td>
<td>93%</td>
<td>90.2%</td>
<td>87.6%</td>
</tr>
<tr>
<td>2011</td>
<td>92%</td>
<td>91%</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>89.6%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>90.8%</td>
<td>87.6%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>88.7%</td>
<td>88.5%</td>
<td>88.5%</td>
<td>90.7%</td>
<td>90.1%</td>
<td>87.4%</td>
</tr>
<tr>
<td>State 2013</td>
<td>89.6%</td>
<td>86.5%</td>
<td>85.4%</td>
<td>86.7%</td>
<td>89.1%</td>
<td>-</td>
<td>87.4%</td>
</tr>
<tr>
<td>‘Like’ (Yr 9) 2013</td>
<td>90.8%</td>
<td>89.4%</td>
<td>87%</td>
<td>88.5%</td>
<td>90.2%</td>
<td>-</td>
<td>89.2%</td>
</tr>
</tbody>
</table>
have not realised any improvement in the number of students attending regularly and in fact a decline of 3% (68% to 65%) from 2012 has been observed. This is better than state and ‘like school’ (57%) averages hence the overall achievement of Target 2.3.1(b) but is less than our aspirational (and now unrealistic) target figure of 80%. Although it can be noted that 85% of our students have a better than 80% attendance rate it also needs to be acknowledged that this was also lower than the 2012 figure of 91%.

In 2013 Melville had 32 Aboriginal and Torres Strait Islander (ATSI) students, representing 3% of our total student population. While this is a relatively small number, over the past four or five years we have had growing concerns about the low attendance rates of this group of very vulnerable students. While we have always recognised that our challenge would be exacerbated by variables beyond our control (such as a high transient rate) the 2012 - 2014 School Business Plan includes a target (Target 2.3.2) specifically aimed at improving this situation.

Despite our best efforts (including the employment of an Aboriginal Attendance Officer) our average ATSI student attendance rates (73%) were better than the state average (67%) but were worse than our ‘like’ schools (80%) as well as a decline on the 2012 rate (81%). In terms of attendance “regularity” (see Target 2.3.2 (a) and (b)) our data shows that only 28% of ATSI students attended regularly while 50% had attendance rates indicating that they are at severe or moderate risk of failure. This data indicates our failure to achieve Target 2.3.2.

A range of new attendance improvement measures are planned for 2014 including a determined attempt to re-focus staff on the effective use of Individual Attendance Plans for students at risk (including Aboriginal students), as well as the introduction of a new electronic web-based attendance recording and monitoring program linked to SIS that is enabled by our 2013 staff iPad rollout.

A World Class Educational Experience in a Safe Supportive Learning Environment

At Melville SHS we seek to provide students with a world-class educational experience by providing the opportunities for intellectual, physical, creative and social development through high quality-teaching and strong pastoral care relationships. In addition to offering a comprehensive curriculum, Melville seeks to enhance student health and well-being through active involvement in co-curricular (out of school) activities that complement intellectual development in the classroom (see Target 2.1.3) as well as providing a supportive and caring pastoral care program that fosters a sense of equity, inclusivity and respect by providing a range of programs that address general student health and well-being (see Target 2.3.3).

Throughout 2013, 107 different co-curricular excursions were conducted involving 1,823 students (achieving Target 2.1.1). Excursions range from S&E teachers taking Senior School students to Canberra, Aviation students visiting the Avalon Air Show in Victoria, to Netball
teams touring the SW of WA, Outdoor Education boating expeditions on the Swan River, mountain bike riding in the Darling Ranges, Art students attending the Sculpture By the Sea expedition, Maths student involvement in the interschool ‘Numero’ competition, the IEC being introduced to their first weekend AFL ‘footy match’ plus our debating students competing at Rossmoyne, Willetton or Iona etc. 2013 also saw a 46% increase in the number of students involved in our Interschool Sports Program with sporting teams competing in AFL, Athletics (where our team won into the A Division for 2014 by winning the B Division Interschool competition), Basketball, Cross Country, Hockey, Netball (our teams won 38% of all tournaments they entered), Rugby, Soccer (the Senior Boys were 4th best in the state), Swimming (5th in B Division) and Touch Rugby. Finally, Melville had nine state and two national representatives.

Vast ranges of programs addressing student health and well-being issues (achieving Target 2.3.3) were implemented in concert with Students Services and H&PE teams. Together, both formally and informally, they delivered programs across the whole year addressing: mental health; managing grief, stress and loss (including “Rainbows”); bullying and building positive relationships (including Shine for Year 8 girls and a guest speaker program); cyber bullying (including parent forums); road safety (including “Keys For Life” with all Year 10 students); sexuality (including “Talking Realities” with Year 9 students); puberty and reproduction; contraception and sexual relationships; sexually transmitted infections; alcohol and cannabis (including “Risky Business”); the Amazing Race (Year 8); and healthy eating and nutrition. For the H&PE Learning Area their program culminated in the whole school Health Week while Student Services commence the year with a highly successful Year 8 camp supported by a peer mentor program.

**Staff 2013 Teacher Qualifications**

There were 159 full and part-time staff on site at Melville SHS in 2013 comprising 102 teaching staff (88.4 FTE positions) and 57 Support staff (42 FTE positions). Among the teaching staff there are four Level 3 Classroom Teachers and 37 Senior Teachers representing approximately 43% of the teaching workforce.

All teaching staff at Melville SHS met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teacher Registration Board of Western Australia. Furthermore all staff (teaching and non-teaching) held the relevant ‘Working with Children Check’ clearance.

Of note is the number of staff holding a Certificate IV in Workplace Assessor (26) – a qualification necessary to deliver the increasing number of Certificate II and III Courses now on offer at Melville SHS as part of our Senior School Pathways program:

<table>
<thead>
<tr>
<th>Teacher Qualification</th>
<th>No. of staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHD</td>
<td>0</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>14</td>
</tr>
<tr>
<td>Bachelor Degree with Honours</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>77</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>90</td>
</tr>
<tr>
<td>Diploma</td>
<td>26</td>
</tr>
<tr>
<td>Certificate III</td>
<td>4</td>
</tr>
<tr>
<td>Certificate IV (Workplace Assessor)</td>
<td>26</td>
</tr>
</tbody>
</table>

* NB: many staff hold more than one degree, diploma or certificate.

Melville Senior High School recognises the importance of building quality future teachers for the profession. In 2013 over 49 practice teachers worked with our experienced staff across every Learning and Management Area in the school. While most universities were catered for, the majority of practice teachers (42) came from Murdoch University.
School One-line Budget

Since becoming an Independent Public School (IPS) Melville has moved to a more flexible one-line budget that merges the long-standing ‘Contingencies’ (or cash) budget with a School Flexible Salary Allocation (SFSA). The school contingencies budget, used for the day-to-day running of the school, has an income or revenue account (shown as “Revenue – Cash” in the accompanying table), an expenditure account (shown as “Expenditure” in the accompanying table) and a balance account (shown as “Cash Position” and largely comprising the school’s asset replacement reserves in the accompanying table). The three graphs shown under the heading School Flexible Salary Allocation include a graph for the School Flexible Salary Allocation, a School Salary Pool Allocation (SSP) and Cash at Bank.

As can be seen from these accompanying graphs and tables, in 2013 Melville had a one-line budget of $15,209,633.40 with the great majority of $12,274,371.00 allocated for staff salaries and $2,935,263.00 for cash contingencies. The ability of the school to plan and then move cash from one component of the budget to another is one of ‘great’ flexibility made possible by the IPS one-line budgeting process and it is expected that, over time, this will lead to improved student outcomes through effective and efficient school-based decision making that will see a re-alignment of expenditure to better suit school needs. An early example of this has been seen in the Melville Learning Centre (formerly ESU) where the Manager has determined student needs are better served through the employment of a Speech Pathologist rather than an Education Assistant. The IPS one-line budget mechanism makes this an easy process once the decision is made with funds allocated and then spent on engaging the preferred services under contract.

The SFSA and SSP graphs show the progressive expenditure from each of these accounts. What isn’t so easily seen due to the scale of the graphs is a saving of $113,650 in the SFSA (salaries) which, capitalising on one of our IPS flexibilities will be carried forward into 2014 as an operating ‘profit’. Similarly, due to the highly effective management of the School Salary Pool (SSP) account by our HR Management team (Mrs Jo Hudson and Mrs Mary Pallotta) a savings in the SSP of $55,009 will also be carried forward into the 2014 budget. Both of these amounts will be either used to support potential staffing shortfalls in 2014 or transferred to our Salaries Reserve Account (not shown on the graphs) for future use.

As mentioned, the school receives funds from a variety of sources including State and Federal Funding, as well as the schools’ Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges, which is paid by our school community. With the establishment of payment plans and the ability to transfer funds directly into the school bank account we have seen this collection rate increase in the last two years and in 2013 approximately 90% of contributions and charges total charges were paid in full.
We hope this solid collection rate continues into the future as the cash income we receive enables Melville to offer and sustain the wide range of programs and activities delivered by the learning and management areas within the school. Special thanks must be made at this point to our parents/guardians for their support in achieving such a high contribution and charges collection rate as well as our front office staff who are always friendly and helpful in serving our diverse community.

**Capital Works, Assets and Resources**

In addition to over $350,000 expended in sustaining the MacBook 1:1 trial (a project that will unfortunately be discontinued in 2014 due to the withdrawal of the federal funding that made this successful initiative possible) 2013 saw the $1,000,000 science classroom refurbishment project finished in term 1.

The year also saw the completion of a number of smaller but none-the-less relatively expensive wholly school funded minor works projects including: the ongoing painting and rendering of the brown brick walls found throughout the school; the building of two sets of stairs to improve oval access; updating and replacing the classroom furniture in a number of classrooms; the creation of new storage spaces in the bus shed and elsewhere throughout the school; the renovation and restoration of classroom and staff office areas to improve capacity as well as function (see target 2.2.1); and the completion of the state government air-conditioning program that now sees every space in the school air-conditioned. All of these programs, which cost in the order of $321,016 of school funds (made possible through the flexible one-line budgeting opportunities provided to IPS), are intended to make Melville SHS an attractive, safe, comfortable and highly functional learning environment (see Target 2.1.3).

**Summary**

As Melville Senior High School increasingly becomes the school of choice for the local and wider community we continue to devote the resources we receive to the sustainability of the schools’ current programs as well as in pursuit of innovative teaching and learning opportunities for the future. With very solid collection rates as well as a substantial income from Overseas Fee Paying Students, Melville is able to maintain a healthy budget surplus which enables the day-to-day running of various Specialist Courses and Educational Programs as well as significant expenditure on school funded capital works (over 1.8 million dollars in the past five years). The budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee which ensures financial accountability as well as effective planning for ongoing maintenance, building refurbishment and of course future development.

2013 Online Budget Graphs and Tables are on the following page.
### Financial Summary at 31 December 2013

#### Revenue - Cash Sources

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$71,305.00</td>
<td>$71,304.91</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$717,267.00</td>
<td>$717,264.84</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$50,231.00</td>
<td>$50,231.25</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$16,202.00</td>
<td>$16,202.15</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$88,469.00</td>
<td>$88,468.44</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$1,130,048.00</td>
<td>$1,130,048.88</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$56,773.00</td>
<td>$56,773.47</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$13,906.00</td>
<td>$13,906.01</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$10,058.00</td>
<td>$10,057.73</td>
</tr>
<tr>
<td>Other</td>
<td>$118,600.00</td>
<td>$118,600.50</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$303,490.00</td>
<td>$303,489.43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,556,349.00</td>
<td>$2,556,347.41</td>
</tr>
</tbody>
</table>

**Opening Balance**

$378,914.00

**Total Contingency Funds Available**

$2,935,263.00

**Total Salary Allocation**

$12,274,371.00

**Total Funds Available**

$15,209,634.00

### Contingencies Revenue - Budget vs Actual

- **Voluntary Contributions**
- **Charges and Fees**
- **Government Allowances**
- **P&C Contributions**
- **Fundraising/Donations/Sponsorships**
- **DoE Grants**
- **Other State Govt Grants**
- **Commonwealth Govt Grants**
- **Trading Activities**
- **Other**
- **Internal Transfers**

**Total Bank Balance**

$1,648,852.10

**Made up of**

1. **General Fund Balance**

$378,914.45

2. **Deductible Gift Funds**

$-

3. **Trust Funds**

$-

4. **Asset Replacement Reserves**

$1,226,817.27

5. **Suspense Accounts**

$53,369.38

6. **Cash Advances**

$-500.00

7. **Tax Position**

$-9,749.00

**Total Bank Balance**

$1,648,852.10
Confident • Innovative • Successful