Melville Matters 59
April/May 2016

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Welcome to the third Edition of Melville Matters for 2016. If you are wondering where the second edition went - it was sent electronically so you may have missed it! The feedback from the electronic version is always great and it's distribution is only as good as our email database. So, if you missed the email it means we don’t have you in our database or we have the wrong address. Missing an edition of Melville Matters, is all the more reason why you should email Kate Main at Catherine.Main@education.wa.edu.au with ‘Correct Email Address’ as the subject.

Enclosed is a copy of our 2015 Annual School Report. It is intended that every member of the Melville community (parents and staff) should receive a copy and take the opportunity to at least skim read it. As the School Board Chair Mr Paul Richards and I state in the introduction, 2015 was another wonderfully successful year for Melville SHS with the headline academic data showing that in national and statewide standardised testing our Year 9 students exceeded state, so called ‘like school’ and Australian averages in NAPLAN testing and our Year 12 students not only achieved 100 percent graduation (WACE) for the eleventh time in twelve years but also the outstanding attainment rate (i.e. a 55+ ATAR and/or a Certificate II or higher) of 99.4 percent - which was one of the best results of any public school in the state.

The introduction also highlights the numerous successes of our school and, if nothing else, I urge you to read this ‘executive summary’. Initial feedback from parents and community members attending the School Board meeting, where the annual report was tabled and accepted, commented that the production values of the Annual Report continue to be superb. These views were supported at a subsequent P&C meeting. Parents at both meetings also told me how proud they are to have their child associated with a school that is doing so well. This is always great for a principal to hear!

However, as an organisation we can never rest on our laurels. To achieve the best outcomes for our students, your children, we must establish and sustain a culture of self-reflection and continual improvement. To accomplish this, there is clearly a need to analyse and respond to data and the achievement of the improvement targets contained in the School Business Plan 2015–17 (available on the school website).

Please consider passing the report on to a friend (ideally with school aged children who don't come to Melville SHS) or leave it in a medical practice waiting room. We believe the messages it contains and the quality of the production on display, make it a worthy advertisement for our school.

In week 3 NAPLAN testing occurred for almost 500 Year 7 and 9 students and the Year 11 and 12 exams will take place in weeks 5 and 6. Exams are also occurring for Years 8 and 10 in week 7. The collective (Years 7, 8, 11 and 12) exam series will be followed by the Semester 1 reports. These will be posted home on 21 June in time to guide conversations at the Semester 1 Year 7 to 12 parent/teacher Meetings (keep abreast with the calendar on the flier enclosed).

Note that these parent/teacher meetings can be booked using PTO online (after the date quoted in the letter that will be sent home with the reports) and teachers will be available from 9am-6pm with the school being closed for students (including the IEC) all day to allow for extended meeting opportunities.
Students thus start term 3 on Wednesday 20 July. Kylie Bottcher, the Deputy Principal Strategic and Operational Planning, supported by Alanna Sherwood and Evan Floyd, the Deputy Principals of Middle and Senior School, coordinate the parent/teacher meetings and will provide more information nearer the event.

Looking to the future, subject books lists for 2017 Year 11 students (currently in Year 10) will be distributed in week 10 and a Parent briefing will be held in the same week on Thursday 30 June between 6.00pm - 7.30pm. If your child is in Year 10 (and therefore will be in Year 11 in 2017) it is important that you attend this briefing night so please mark it in your diary. Our view is that the so called ‘Pathways’ we introduced a few years ago, which have been refined every year since, have been highly successful and they will continue to be the basis for course (subject) selection in 2016 for 2017.

Typically about 50 to 60 percent (and growing) of Melville students will study an ATAR pathway, which will lead to university entrance, while also completing the requirements of the Western Australian Certificate of Education (WACE). Certificate pathways are selected by about 40 to 50 percent of our students who see themselves as TAFE or employment bound. Certificate pathway students are required to select from a series of fixed pathway options based on General (as opposed to ATAR) WACE courses (subjects). Critically, this includes at least one (and often more) embedded Certificate II or III.

This practice of offering an ATAR or Certificate pathway has proven very successful, providing our students with a set of courses targeted at viable, meaningful career pathways that position them to gain university and/or TAFE entrance, while also maximising their chances to satisfy WACE requirements. Evan Floyd, Deputy Principal Senior School and George Tills, VET and Post School

ANZAC Day

On April 7 our school conducted the annual ANZAC Day commemorative service in the school gymnasium. This year we were privileged to have Mr Ken Hall from the Applecross RSL attend. As always the service was very moving and the school would like to thank Ms Jo Daley and the Student Council supported by the Emergency Services Cadets for organizing and running the event.

We would also like to thank Brigadier Phil White AM RFD for his speech where he described the terrible loss of life at the Battle of Fromelles in France on the Western Front over the period 19th and 20th of July 1916. Brigadier White also reminded us that it is important to remember family members who may have lost their lives in any conflict in defence of our national values and spoke of his great Uncle Adolf Knable who was killed at Fromelles 100 years ago and who now lies in peace in faraway France.

Lest we forget.
Transitions Manager, together with Sandy Olney-Thurston, the Year 11 and 12 Coordinator and Beth Glasson the Year 10 Coordinator have the lead in the subject selection and career counselling process and will provide considerably more information to parents and students later this term.

Our hard working and caring Student Services team have asked me to remind you, our parent community, to be mindful of your child’s potential misuse of their mobile phone to contact you each time they experience a difficulty of any kind at school. It is my absolute guarantee to you that we will care for your child at school as if they were our own and it is also my belief that part of your child growing into adulthood in a controlled and safe environment, such as our school, is that they will become increasingly less reliant on ‘mum and dad’ (which is part of growing up after all) if you don’t jump each time they call. Accordingly, if your child feels sick or otherwise becomes distressed or upset, I ask that you trust my team to deal with their concerns first before they call and potentially distress you. We often find that students provide an inaccurate or a biased message to their parents when they call about a school related issue and unpicking these mixed messages both interferes with and delays our ability to resolve whatever matter upset them in the first place. So, please, tell your child not to call you throughout the school day and to rely on us to contact you if there is a problem or concern.

The next few months will be a busy period in the life of our school. However, always feel welcome to contact the school if your child needs additional support or even if you just want to tell me what a great job my staff are doing.

Kind regards

Phillip White AM, RFD, BA, Grad Dip Ed, Med (Man)
Principal
SCITECH INCURSIONS
Late in term 1, Year 9 GAT students were treated to a masterclass on how to use stop-motion animation to convey science ideas as part of their GAT extension project.

Students (pictured right) use clay, specialised cameras and SAM animation software to create a short video about a science concept. Groups were then able to share their marvellous creative videos with the class. Watch out Wallace & Grommet!

ROBOTICS
Year 8 GAT students (pictured on left page) were given an incursion on Robotics by SciTech. Students were enthralled to learn more about coding and the possibilities of computer programming.

ROBOTICS WORLD TOUR
Kaden Gallant-Harvey, Year 9, was part of a team that has just returned from the World Championships Robotics competition in the USA. The team first sent a video of their project to Sydney in March for the FIRST Robotics competition with his team Curtin FRC 5333. The team consisted of high school students aged 14 to 18 who worked together to design, build, program and drive a robot.

Helping them were adult mentors including industry engineers, school teachers, university lecturers, university students, FIRST alumni and others. These mentors used their experience to teach, guide and shape the students through the FIRST Robotics Competition program.

In January the game theme was announced and teams were not permitted to use any robot part they built prior to the game being released - thus they have to start building a new robot every year. Adding to the challenge, teams have to complete building their robots mid-February, giving them about six weeks to brainstorm, design, prototype, build, program and learn to drive a robot.
Robots work together to score points, defend, and fend off other teams. Dean Kamen, the founder of FIRST wanted to make Science, Technology and Engineering interesting to kids, so he designed a competition where people watch feats of engineering with the same gusto and excitement as they would sports matches.

Recently Kaden presented a short power point to his class to showcase the competition and the preparations they did in the lead up. Here is a summary of his presentation:

FRC (First Robotics Competition) is an event with finals held in America. Teams of about 30 people have to build a robot in six weeks and then send a video to Sydney. The qualification matches gives you the chance to go to America to compete.

At the competition in Sydney there were about ten different types of obstacles with over 10,000 obstacle layouts. Each obstacle has two lives and robots go over, under or through them. Each time a robot goes over the defence twice, their alliance (or team) gets five points.

The obstacles this year included: a sally port, a seesaw, a drawbridge, a portcullis (castle gate), ramparts, a lobar, rough terrain, a moat, a rock wall and towers. The two towers (one at each end) are the primary objects targeted to get points.

‘Autonomous’ is a period of 30 seconds when the drivers aren’t allowed to control their robot and rely on special automatic movements that they have coded into them. There are two places to shoot goals at the bottom and the top of the towers and shots are worth more points when the robots are in autonomous mode.

‘Next year we are hoping to add a fourth team into the community of Curtin FIRST Robotics Competition so that we can get people from around the Perth area more involved’

Kayden Gallant Harvey
The school has been busy with building upgrades and completed tasks now include renovated sports change rooms and toilets, landscaped beds at the oval end of the school and we now have bright new blue surfaces at the netball courts.

HASS

BUSHFIRE EXCURSION

Year 11 students studying Geography recently completed a workshop conducted by Parks and Wildlife on the impact of Bushfires on the environment.

The focus of the field trip was the Parkerville bushfires of 2014. Students conducted various activities such as measuring the forest canopy and leaf litter, to calculate fuel load capacity. We also calculated the angle of slopes. Do you know that for every 100 increase in slope height a bushfire will travel twice as fast? This means that houses on slopes are more at risk during a bushfire than houses on flat land.

We also discussed various mitigation strategies such as prescribed burning. We learned that fires need fuel, heat and oxygen to survive. If you remove one of these elements, a fire will die out. Parks and Wildlife carry out prescribed burning of an area to reduce the amount of fuel available and therefore prevent bushfires from occurring. We also discovered that it cost one million dollars for the three days it took fire fighters to extinguish the Parkerville blaze.

The picture on the right shows our Geography class in the gully of the Parkerville fires where the bushfire swept through. You can see the scorch marks on the trees behind us. One thing about the environment and bushfires, is that the trees regenerate and over time recover from the impact of a bushfire.

The excursion was great fun and really valuable for broadening our understanding of bushfires.
GDM

The Graphic Design Media Specialist program is at capacity with around 100 students, as this is the second year the course spans from Years 7 to 10. The first intake year from back in 2013 also began an ATAR pathway. One of the great things about GDM is how well it meshes with upper school ATAR courses (Design, Media Production and Visual Arts), that are very relevant ongoing pathways.

Year 7 students have adjusted extremely well at grasping the fundamental concepts of design and media across all the tasks and show great improvement. While it may seem obvious to older students, just simple things like understanding the interfaces with their laptops, organising their portfolios and working to a deadline all take time and practice. So well done everyone.

GDM have just completed interviews for the 2017 intake and every year we have more applicants who show a greater and more varied range of work in their folios. This year we saw photography, fashion design, technical graphics, animation, lots of short film, architectural model making, street art, interior design and storyboarding, to name a few! We are starting to get siblings applying to the program; in one case the third one from the same family.

So what have GDM students been up to in first semester? For those unsure about how the program is structured, students rotate through the four ‘foundations’ of the program every year. These are 2D Design, Spatial Design, Film and Interactive Design. Even just taking one of those foundation categories such as Spatial can open up projects within areas such as architecture, interior design, landscape design, fashion design, industrial design, design for film and television, jewellery …the list goes on. The principle is that each student rotates through each foundation area once in the year and each year the type and scope of the project increases.

Our Year 7 students have worked on a photographic task and learned to build their portfolios from scratch. They had their first master classes with photographer and designer Sandy Herd, producing cyanotype images over two one-day workshops.

The Year 8s have been doing a series of 2D based tasks that require both illustration and graphic skills. Working with professional illustrator Ika Jumari, they have been using the new interactive graphics tablets extensively. They then took their final digital work and went ‘old school’ into silk-screen printmaking with our returning masterclass professional Lucinda Crimson. Some of you may know Lucinda as the resident print and fashion designer at the Fremantle Arts Centre. At the moment, the Year 8s have moved into industrial design. Working on paper and in 3D modelling software, they are creating scale model light sabres. Later this term they had workshops with industrial designer Nathan Thompson.

Our Year 9s were fortunate to work with ex-Hollywood creature designer and sculptor Will Huntley in his third stint with the school. This year the project (to create a creature for film or television) moved up a notch, as the students had to work with steel bar and clay as well as sculpting putty to create a marquette of a whole figure design. They also undertook anatomy and life drawing. Our best workshop so far this year has probably been our life-casting day, where students made 19 life head-casts in a day. A huge
effort and very messy but enjoyable. Currently the Year 9s have begun work on their music video project.

The oldest class (Year 10) was excited to work with professional street photographer Daniel Negich, who came to an excursion with them and popped into several of their classes to show his own photos and attend a workshop. These students had to create two large folios of photographic work based on portrait and landscape themes and the results were very impressive. In term two their theme has been game design. In week 2 they were treated to an all-day ‘game jam’ with professional games designer Anthony Sweet. Anthony came in to both show his work, discuss the aspects of narrative, mechanics and aesthetics of good games design, then set up the challenge for the students (in groups) to create and play-test their own game in less than three hours. It was another huge day, with many students forgoing their breaks to finish in time.

It has been a hectic but rewarding year so far for all concerned. Of special mention is the fabulous support given to the program via the P&C and the parent support group. The latter meets in week 3 and 7 of each term on Wednesday nights at school. The forty or so parents that came to the most recent meeting were given a tour of the GDM facilities upstairs and were able to see their children’s work in progress.

**ARTOMETRY  THE ‘MEASURE OR VALUE OF ART’**

This project aims to integrate visual arts and numeracy to create a series of murals at Melville Senior High School. Working alongside artists Chris Nixon and Haylee Fieldes, students will create artwork that visually translates an economic statistic and function as social commentary.

Thanks to art teacher Ms Alison Blackwell, the school was funded $36,175 to undertake the project. Students will work with two professional artists to create artwork that visually translates an economic statistic, producing art that will function as social commentary.
The brief: Oxfam have predicted that by 2016, the richest 1% of the world's population will own more than 50% of the world's wealth. Students will conceptualise the consequences of global trends, using this knowledge to relate statistics into a universal visual language serving to increase student ownership and connection to the school environment.

**FASHIONISTAS**

In late term 1, the Year 8 Fashion class completed their take on a sustainable and culturally themed dress. Students displayed their work (right and above) in the Art department exhibition foyer and votes were cast for the best dress.

**QUIET LION TOUR**

Three Melville SHS Year 11 students Claire Di Giorgio, Georgia Field and Alana Hargreaves have just returned from Thailand, having won a competition to tour the original Thai Burma Railway on the Quiet Lion Tour.

Over the holidays the girls travelled for 10 days with experts and WWII Prisoner of War survivors. The PoWs built the railway under extreme duress with many dying along the way. The focus was on the story of the Australian PoWs, their camps and the Australian doctors who tried to keep them alive. The trip culminated in a very moving ANZAC Day Dawn Service in Hellfire Pass, with relatives of PoWs and other school students. Many thanks to Melville Rotary who sponsored the trip to the value of $2000.

The girls (pictured bottom right) had to write an essay on the importance of the Thai Burma Railway on Australia in WWII. Mrs Jacquie Herron has been our link with Melville Rotary, as the coordinator of the Quiet Lion tour competition. We have really appreciated the ongoing funding of the annual tour. Students will have the opportunity to hear about the trip to Thailand at an assembly this term and the girls will also speak at a lunch with Rotary members.
LIGHTNING CARNIVALS
In week 10 of term 1 the Year 7s had a fantastic day at the Interschool Lightning Carnival. As always, Melville took it seriously, filled all the teams possible and did really well. Here are the results:

- Boys AFL: A division - Second
  Soccer: A division - Fourth
  B division - Second
- Girls Basketball: A division - Second
  Netball: A division - Second (picture 1)
  A division - Third
  B division - Fourth
  C division - Second
  C division - Third

In week 3 the Year 10s had their Lightning Carnival and also had fantastic results:
- Girls Netball: A division - First
  A division - Second
  B division - Second
  Basketball - First
- Boys Basketball - Third
  Soccer - Fifth

CROSS COUNTRY
Many students (junior girls pictured at the top) were seen hurriedly running around the perimeter of the school in week 2 to decide on members of the cross country team to compete at the interschool competition in Week 4.

INTERSCHOOL VOLLEYBALL
In week 3 the girls Volleyball team (picture 2) won the Interschool competition and the boys finished third from eight teams. Sue Gerrard took her netball coaching skills laterally and the winning girls team didn’t drop a set all day. Both teams are in picture 3.

IEC AFL
In term 2 students (pictured right and on the back page) from our Intensive English Centre participated in an AFL clinic organised as a part of the AFL Multicultural Schools Program. This program introduced students from different cultures to AFL and also identified talent which would otherwise go unseen. Go Aussies!
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