



ANNUAL REPORT 2010

MELVILLE SENIOR HIGH SCHOOL



It is our pleasure to introduce the 2010 Melville Senior High School Annual Report to the school and wider community. 2010 marked the 50th anniversary of the school's opening in 1960 and was by any measure another outstanding year for Melville SHS. We commend this report to you noting that it makes extremely gratifying reading for any one with an interest in our school – Melville SHS.

Despite the entry of the so called half cohort into Year 8 in 2010, continued improvement in confidence in us as a school throughout the local and wider community cushioned the potential impact and in fact there was only a very small net decline in student numbers (eight students) and including our International Fee Paying Students, for the second time in two years we had over 900 students. This is in defiance of the downward trend in student numbers seen in many other schools and is very encouraging. As a school we draw strength from the fact that we are winning the respect of our local community and increasing numbers from our local intake area as well as state-wide through our Gifted and Talented Education (GATE) and other specialist programs. A sign that this trust is well placed lies in the fact that despite the larger numbers of students at our school, attendance rates continue to better state average and the 'atmosphere' around the school just gets better and better. As a school this could not be achieved without a motivated, caring and talented staff and up front we would like to acknowledge and thank the school staff (both teaching and non teaching) for the professionalism with which they approach this most demanding and difficult of professions – teaching. This said, what we achieve also requires students to engage in their own learning program and at Melville, simply put, we have polite, well behaved, nice and for the most part students who 'have a go'. For this I acknowledge and thank you their parents!

Throughout 2010 in various public forums we repeatedly measured our students (and therefore the school) in terms of their individual and collective academic success, cultural success in the visual and performing arts, sporting success and in the area of community participation. As outlined elsewhere in this report, 2010 saw our Year 12 students achieve outstanding results in their Western Australian Certificate of Education (WACE) exams. For the sixth time in seven years Melville students achieved 100% graduation (WACE) and for the fifth time in five years Melville was identified by the Minister of Education as being a 'Top Public School'. Melville's median ATAR was 78.4 (higher than most local private

schools) ABOVE the whole state average of 78.2, the public school average of 75 and our 'like SEI school' average of 71. This ranks us as the 14th best performing public school in the state! Furthermore 15% of Melville students received an ATAR in the 90s (i.e. in the top 10% of the state), 47% received an ATAR greater than 80 (i.e. in the top 20% of the state) while 79% received an ATAR greater than 70 (i.e. in the top 30% of the state). 60% of our WACE examination courses received a scaled score above the state average and when it is considered that these included the traditionally more academically demanding subjects of Physics, Mathematics Specialist 3C/D, Literature, Economics and History this result is even more pleasing. Finally, Melville students were identified in the 'West Australian' as the highest performing in the state in the following WACE exam base subjects: Aviation Studies; Design (Graphics); English as an Additional Language Dialect; Mathematics 2C/D; Mathematics 3A/B; and Media Production and Analysis.

2010 though was not just about the academic achievements of the graduating class of Year 12 students. The other academic testing that occurs annually in schools across Australia is the National Assessment Program – Literacy and Numeracy (NAPLAN) - which takes place in Years 3, 5, 7 and 9 and the WA Monitoring Standards in Education (WAMSE) testing in Science and Society and Environment which takes place in Years 7 and 9. In 2010 our Year 9 students sat both of these tests and frankly achieved quite outstanding results – for the second time in two years. As you will see in this report, in NAPLAN our students exceeded the state and 'like SEI' school average in every domain i.e. Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and bettered the national average in the domains of Writing, Spelling, Grammar and Punctuation and Numeracy. In terms of WAMSE our students performed 'better than' the state average and 'as well' as or 'better than' our 'like' schools.

Student cultural engagement was exemplified through the numerous performances of the school concert and swing bands which continued to attract rave reviews throughout the year as well with the annual school production 'A Walk to Remember', the 'Twilight' fund raising concert for our school chaplain, the 'South of the River' Dance Festival, the many small gatherings where the Guitar and Flute Ensemble played in support of school functions and of course the numerous exhibitions entered by our talented visual arts students. The music program enjoyed particular success at the state wide Concert Band Festival where our Senior Band achieved an "Excellent" and at the

State Guitar Festival our Guitar Ensemble received an “Outstanding”. Each of these activities and many more provided a show case for the school’s many artistically talented students.

In terms of sporting successes, 2010 not only saw numerous individual student achievements at the local, state, and in some cases national level but also saw Melville Senior High School teams consolidate their place in the ‘B’ Division State Swimming Carnival (we were in the top 12 swim teams in the state) and the ‘C’ Division State Athletics Carnival. Our netball, basketball and touch rugby teams also met with considerable success winning through to championships at various levels within their respective sports. Finally, the fact that many of our students are involved in community service both inside and out of our school is something for which we can be justifiably proud.

2010 also saw a continuation of the building program that has done so much to reflect the recent resurgence of Melville SHS as an outstanding local high school. As I write, students are enjoying the shade umbrellas fitted into the Middle School Quadrangle to complete this “visually stunning fusion of form and function” as well as block out blinds and tinting to reduce heat and glare throughout the school in general and air-conditioning to both the Gymnasium and the Library in particular. Now that we have done so much to improve the external built environment the next phase of our building program will see a return to focussing on classroom refurbishment in the Science area.

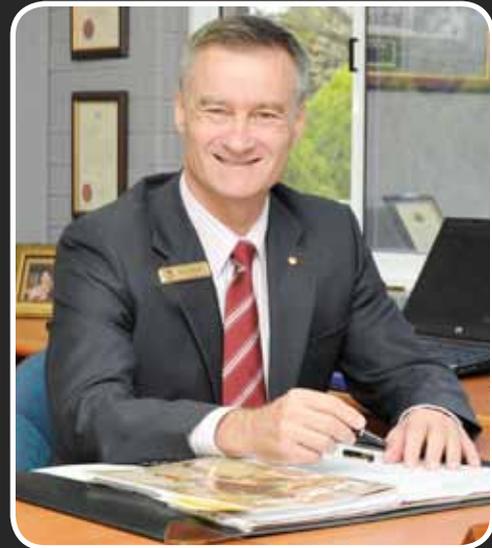
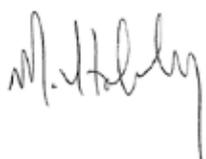
In short, 2010 was another very successful year for students at Melville and while there are areas where we will focus on to improve, we look forward to 2011 as another year of growth, with every confidence that it will also be successful. If you would like further information on school performance please don’t hesitate to contact the relevant member of the school Executive Team.

Kind regards,

Phillip White AM, RFD,
BA, Grad Dip Ed, MEd (Man)
PRINCIPAL
Melville SHS



Mark Hobley
SCHOOL COUNCIL CHAIR
Melville SHS
April 2011





Academic:

‘Top Public School’ Award 2010 presented by Minister of Education for:

- 100% Graduation
- Ranked 39 VET Schools

5 Certificates of Excellence for:

- Ante Bakovic
- Melanie Czerkasow
- Emmaline Moore
- Ali Watson
- Laura Sheedy

Course awards issued to:

- English as Additional Language/Dialect Stage 3A/B (teacher Ruth Ellis)
- Media Production and Analysis Stage 3A/B (teacher Lev Vykopal)
- Design Graphics Stage 3A/B (teacher Lev Vykopal)
- Mathematics stage 2C/D (teachers Allan Aitken, Alister Humphreys)
- Mathematics 3A/B (teacher Mike Andrews)
- Aviation Stage 3A/B (teacher Randall Brink) the highest performing courses in the state

13 courses had an average mark higher than all state schools

15 courses had an average mark higher than like SEI schools

Top TER of 97.50 achieved by Emmaline Moore

Emmaline Moore awarded school Academic Dux and Laura Sheedy awarded school VET Dux

Jonathon Pinfold (Year 12) received Cadetship with international accounting firm KPMG

Nelson Marques (Year 12) received a highly sought after pilot training scholarship with JetStar

Sporting

Captains Rhiannon Neville and Daniel Peters (Year 12) lead the school to 4th place in Interschool B Division Swimming Carnival ranking Melville as the 12th best swim team in state

Tertiary Entrance

65 (56% of cohort) year 12 Melville SHS students were eligible for an Australian Tertiary Aggregate Rank (ATAR). 54 of these students (47% of cohort) engaged in the 2010 WACE Exams (Western Australian Certificate of Education) and applied for Tertiary Entrance. The median ATAR of students applying for University Entrance was 79.10.

32 students (55%) were offered their 1st Preference for places in University.



Altogether 57 (93%) of students received a Australian Tertiary Aggregate Rank (ATAR) high enough to get into university either by direct entry or using a combination of TER and interview or portfolio.

45 (74%) Year 12 students achieved an ATAR greater than 70, placing Melville SHS around the ‘Top 50’ schools for TER and as can be seen in the following table this exceeds our like SEI schools and State. The Median ATAR of all eligible students was 78.40.

Median Tertiary Entrance Rank

	School	Like-Schools	State
2008	81.3		78.2
2009	72.0	73.3	77.6
2010	78.4	71.0	75.1

Significantly, 14 students (22%) received a scaled score of 75+ in one or more courses.

Percentage of Students Acquiring a TER (ATAR) Achieving One or More Scaled Scores of 75 or More

	Number acquiring a TER (ATAR)	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2008	40	4	10%
2009	41	11	27%
2010	65	14	22%

Senior School Report (Years 11-12)



A Certificate of Excellence for a minimum of 20 'A' Grades in Year 11 and 12 was awarded to 5 students: Ante Bakovic, Melanie Czerkasow, Emmaline Moore, Laura Sheedy and Ali Watson.

Vocational Studies

76 Year 12 students (66%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. A credible 48 students (41%) completed a Certificate II or higher ranking Melville as the 39th VET School in the State.

	Eligible Year 12 Students	Number acquiring a TER (ATAR)	VET - No of students in a Cert II or higher		VET - No of students completing a Cert II or higher	
2008	87	40	45%			
2009	85	41	48%	42	31%	28
2010	110	65	59%	76	69%	48

Western Australian Certificate of Education (WACE)

Melville SHS Graduation Rate was 100% which ranks us equal 1st in the State and this is the third consecutive year of achieving this result.



Stage 1 WACE Courses

Students in non examined courses typically achieved 'At' or 'At above' state averages with regard to grade distribution, with Career and Enterprise (30%), English as Additional Language/Dialect (23%), English (21%), Health Studies (37%), Mathematics (23%), Outdoor Education (35%) and Visual Art (21%) all having a percentage of A grades than the state distribution. Significantly rates of D and E grades are lower in all courses than the state distribution. No students failed Career and Enterprise, English as Additional Language/Dialect, Health Studies and Visual Art.

Student Performance - Stage 1 Courses - Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Career and Enterprise	30	10	50	0	10	18	28	41	7	6
Design	4	32	57	7	0	21	25	37	10	6
English as an Additional Language/Dialect	23	35	42	0	0	8	32	45	9	6
English	21	40	38	0	0	14	32	46	4	4
Food Science and Technology	21	35	32	9	3	19	33	36	7	4
Health Studies	37	27	37	0	0	24	30	35	6	5
Mathematics	23	26	48	3	0	19	25	37	11	7
Outdoor Education	35	38	22	3	3	24	34	30	6	5
Physical Education Studies	15	38	42	2	2	22	34	34	7	2
Visual Arts	21	29	50	0	0	15	30	41	10	4

Daniel Peters (Year 12) runner up Open Champion in Interschool B Division Swimming Carnival

Hannah Oxwell (Year 12) and Shauna O'Neill (Year 11) represent their local club in the National Dragon Boat tournament

Stephen Montgomery (Year 12) represented WA in the State Junior 10 Pin Bowling Team

Monika Magalengo (Year 11) represented WA in the State Equestrian Team

Albert Ngeyo (Year 12) involved in the National Training Centre Soccer Program in WA and has been selected to represent Australia in China

Captains Guiseppe Rotondella and Hannah Garrett (Year 12) lead the school to 6th place in the Interschool C Division Athletics carnival

Cultural

Senior Concert Band achieves overall "Excellent" at interschool Concert Band Festival

Guitar Ensemble receives "Outstanding" (highest rating) at the interschool Guitar Festival

Over 150 students (Year 8 – 12) involved in the highly acclaimed school production "A Walk to Remember"

Mark Seo (Year 12) was the winner of the SciTech "Salvaged Sculpture" Award (Year 11 and 12) Category

The Swing Band plays at the "Music on McLean Street" annual twilight concert. Visual arts students prove stunning backdrops for the event.

Year 11 Political and Legal, History and Geography students complete tour of Canberra

Jake Calabrese (Year 12) has art displayed in the "Year 12 Perspectives 2010" exhibition at the Art Gallery of WA

Ingrid Freshwater (Year 11) attend four week International Student Exchange Program to Italy

Dance Student (Year 10 – 12) perform at the "South of The River Dance Festival" at the Octagon Theatre

Meg Rodgers and Liam Bell (Year 11) attend Leadership Forum at Government house

Ethan Vost (Year 11), Katelyn Pearson (Year 12) and Shalona Thathiah (Year 12) attended Parliamentary Forum and make a submission at the subsequent inquiry by the Education and Health Standing Committee into issues facing the youth of WA

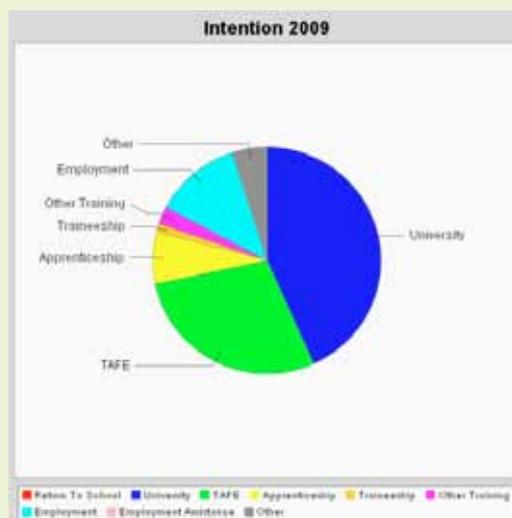
Melville Arts students have individual art works (pickets) used as permanent display on play ground fence at Kadidjini Park

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2008	87	100%
2009	85	100%
2010	116	100%

Intentions and Destinations

95% of Melville students have achieved a post school destination of university, TAFE, an apprenticeship, a traineeship or employment. Specifically, 32 students (28%) accepted university placement, 27 students (23%) accepted a place at TAFE, 9 students (8%) have been offered apprenticeships while 30 students (26%) have taken up employment.



Senior School Report (Years 11-12)



Retention

Student apparent retention and progression rates reflect effective counselling of students into appropriate schooling and other training options. Many students are successful in gaining Vocational Education and Training placements in off-site locations and other educational opportunities before completing Year 12. It is pleasing to note that the retention rates from Year 10 – 11 (91%) and 11 - 12 (80%) has improved since 2008. Significantly Year 8 -12 retention is currently at 83%, a 23% improvement on 2009.



Summary

We are proud to commend our Senior School cohorts for their outstanding standards of academic, sporting and cultural achievement. In addition students deserve commendation for consistent demonstration of outstanding affective qualities that are difficult to quantify for inclusion in this report. These include compliance with school dress code, engagement in school activities including excursions, camps and sporting carnivals. Senior school students demonstrate positive engagement in schooling manifest through appropriate behaviour and attitude to schooling and through role modelling provide a positive influence on other year groups and effective student leadership.



Middle School Report (Years 8 -10)

Student Achievement

Based on school performance, the middle school showed that Melville (MSHS) students compared more than favourably with both state wide (State) and Like Socio Economic School (Like). In 2010 there were again fewer students who received E and D grades and a higher proportion of students attaining A or B grades. Year 10 is the transitional year for entry into senior schooling and the following comments relate to Year 10 data.

On comparison the data indicates that our students are

need higher (A or B) grades to indicate likely success in their Year 12 exams. A B grade indicates that a student has exceeded the standards expected in this year group or pathway while an A grade indicates a student has significantly exceeded the expected standards.

By Year 10 many of our classes have been streamed into homogenous groups giving both students and teachers the opportunity to target their teaching and learning to suit best the needs and future academic pathway of the students (i.e. university, TAFE or employment). As the accompanying table illustrates, the outcome for our

Semester 2 Year 10 Grade Distributions:

Faculty	English			Mathematics			Science			Society & Environment		
	MSHS	Like	State	MSHS	Like	State	MSHS	Like	State	MSHS	Like	State
Grade												
A/B/C	90%	83%	77%	81%	78%	69%	92%	74%	68%	85%	79%	72%
D/E	10%	17%	23%	19%	22%	31%	8%	26%	32%	15%	21%	28%

well prepared for the rigors of senior schooling a fact born out by our excellent WACE results over the past few years. Students who received a C grade have achieved the standard typically expected of this year group although university (ATAR) pathways students will typically

students was very pleasing with an average of 87% of our students achieving expected or better grades (A, B or C) compared to 71% of students across the whole state and 78% in like schools.

2010 NAPLAN Results Showing the Performance of Melville Students v All WA Schools and Like SEI Schools:

Band	Numeracy			Reading			Writing			Spelling			Punc. & Gram.		
	MSHS	Like	State	MSHS	Like	State	MSHS	Like	State	MSHS	Like	State	MSHS	Like	State
10	8%	5%	6%	3%	2%	3%	14%	5%	6%	6%	4%	5%	11%	7%	7%
9	13%	11%	10%	15%	14%	12%	11%	12%	10%	23%	12%	12%	17%	11%	10%
8	27%	25%	22%	26%	24%	20%	28%	27%	22%	30%	30%	25%	31%	24%	20%
7	33%	31%	29%	38%	32%	25%	18%	22%	20%	27%	28%	25%	31%	33%	28%
6	16%	22%	22%	14%	20%	25%	23%	24%	15%	9%	14%	15%	6%	17%	19%
1 to 5	4%	6%	9%	4%	9%	14%	7%	11%	16%	4%	12%	16%	3%	9%	14%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

2010 NAPLAN Relative Assessment (Melville SHS v WA Like School Comparisons):

Numeracy	2
Reading	2
Writing	2
Spelling	1
Punctuation & Grammar	1

Key:	
1	Above expected - when compared with like school students
2	Expected - when compared with like school students
3	Below expected - when compared with like school students

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The accompanying table displays average NAPLAN scores in each of numeracy, reading, writing, spelling and punctuation and grammar achieved in 2010. In comparison with all WA schools (State), statistically similar schools (Like) and all Australian schools, Melville's performance was above average for the second time in two years which is a testament to the commitment staff have to the continual improvement of literacy and numeracy at Melville SHS. It also reflects on the quality of the teaching and learning programs at Melville and the calibre of the students being taught. Finally, it needs to be noted that while we are proud of what our students achieved in 2010, we acknowledge that tests such as NAPLAN provide only one snapshot of selected aspects of what students know and can do and care needs to be taken in how the data is interpreted.



Value Adding From Year 7 to Year 9

In terms of comparison performance between the same student in Year 7 and then in Year 9, Melville SHS has progressed students significantly better than all Australian schools as well as like SEI schools in four of the five disciplines tested in NAPLAN. The exception is in the area of reading where, while our 'value adding' was better than the average Australian school it was slightly lower than Like SEI Schools. The strategies introduced in 2009 and continued into 2010 that have seen this across the board improvement included the explicit teaching of skills and knowledge identified as lacking in students when they enter Melville from primary school as well as targeting students at risk and commencing NAPLAN familiarisation and preparation in Year 8. It is planned to continue this work with Year 9 students in 2011 noting that Year 7 NAPLAN test results suggest that this is a significantly weaker cohort.



Highlights

Academic:

Year 9 students perform better than state, like SEI schools and the national average in NAPLAN Writing, Spelling, Grammar and Punctuation and Numeracy testing

Year 9 students perform better than state, like SEI schools and equal the national average in NAPLAN Reading testing

Year 9 students perform better than like SEI school in WAMSE testing

Matthew Pallotta (Year 8) and Nicholas Wilson (Year 10) placed in the top 10% and 2% of their respective age groups in the National Chemistry Quiz

Melville hosts interschool 'Numero' Competition with 12 private and public school teams

Melville teams places overall fourth in 'Numero' Maths Competition

Melville Year 8 – 10 Mathematics students receive one High Distinction & thirteen Distinctions in the National Mathematics Competition

Sporting:

Oliver Richards (Year 8) runner-up Champion Boy in Interschool B Division Swimming Carnival

Hannah Price (Year 10), Joshua Clements (Year 10), Lishan Dick (Year 10), Grace Huck (Year 10), Tessa Lauristen (Year 10), Emily Tempest (Year 10), Graysen Anthony (Year 10), Damien Clifford (Year 9), Isabel Howells (Year 9), Rochelle McManus (Year 9), Lucy Scott (Year 9), Shairah Dick (Year 8) represent their local club in the National Dragon Boat tournament

Joel Fiegert (Year 10) selected to represent WA in 2010 State Schools Under 16 Football Team

Jarrod Pickett (Year 9) selected to represent WA in 2010 State Touch Rugby Team

Gabrielle Barham (Year 8) equal 1st place in WA State Gymnastic Championships

Middle School Report (Years 8 -10)

Western Australia Monitoring Standards in Education (WASME) Year 9 Data

These tests are developed using the learning outcomes described in the Curriculum Framework which provides the context for measuring and reporting students' performance across Year 7 and 9 in Science and Society and Environment. The accompanying tables show the percentage of students in the top 20%, middle 60% and bottom 20% of state (State), Melville (MSHS), and like (Like) schools. As can be seen our students are achieving at the expected levels of achievement in general and slightly better than like SEI schools in particular.

State	Year 9 Science					
	MSHS			Like Schools		
	2008	2009	2010	2008	2009	2010
Top 20%	14 %	23 %	20%	16 %	24 %	18%
Middle 60%	65 %	68 %	64%	64 %	63 %	63%
Bottom 20%	21 %	9 %	16%	20 %	14 %	16%

State	Year 9 Society & Environment					
	MSHS			Like Schools		
	2008	2009	2010	2008	2009	2010
Top 20%	15 %	25 %	18%	18 %	23 %	17%
Middle 60%	59 %	61 %	60%	60 %	63 %	66%
Bottom 20%	26 %	14 %	13%	23 %	14 %	17%

	Science			Society & Environment		
	2008	2009	2010	2008	2009	2010
Year 9	2	2	2	2	2	2

■ above expected – more than one standard deviation above the predicted school mean
■ expected – within one standard deviation of the predicted school mean
■ below expected – more than one standard deviation below the predicted school mean



Pathways in the Middle School

Melville SHS offers students an array of pathways in the middle school years. We have three state-wide accredited specialist programs specifically: a Gifted and Talented Education Program (GATE) in the Humanities, Maths and Sciences; Aviation Studies; and Netball. 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 2010 our third class of GATE students started their studies at Melville. Students were provided with an array of extension courses, competitions and accelerated curriculum preparing them for Year 10 where they will be offered senior school preparation courses placing them well ahead of their peers.

In our netball program, students competed in a number of events and carnivals. Our Year 10 students were accredited with Level 1 umpiring certification.

In addition to these three state-wide testing programs, Melville provides a local selection Academic Extension Course (AEC) in Years 8 to 10 and a widely acclaimed music focus program. Again, each of these programs provides our students with extension and acceleration opportunities. Melville's small Education Support Unit caters for students from Year 8 to Year 12 where students are supported through individually managed and whole school inclusive programs.

The Year 8-10 BUILD program caters for students at risk through the provision of alternative education programs that support the whole child with a focus





on literacy and numeracy, careers, social awareness and life skills options. In 2010, the Sound Ways program was introduced in Years 8 and 9 as an addition to the school's overall aim of targeting low literacy students in order to lift their skills to national benchmark and above. The Sound Ways program is available to all mainstream students and results have so far suggested the program is having a positive effect.

In all, 2010 was another very good year for the Middle School at Melville SHS and we look forward to an equally good year in 2011.



Gabrielle Barham (Year 8) selected in WA Team to compete in international Gymnastics Championships in the USA. Gabrielle places 7th and 8th in her individual disciplines and assists WA state team place overall 6th

Hayley Booth (Year 9) Champion Girl under 15, Matthew Pallotta (Year 8) runner up Champion Boy under 14, Brandon Hush (Year 9), Claire Broughton (Year 10) and Brody Fiegert (Year 10) each 3rd place overall in their respective age groups at the Interschool C Division Athletics Carnival

Cultural:

Guitar Ensemble receives "Outstanding" (highest rating) at the interschool Guitar Festival

Year 10 fashion class wins acclaimed Perth Fashion Festival Competition

Casey Fitzpatrick (Year 10) finalist in the National Print Competition

Year 8 – 12 music students host the annual Chaplaincy Fundraiser "Twilight Concert" and raise \$1691

Hannah Sorrell, Alisha Dixon, Daisy Grant and Daina Waters (Year 10) compete in Rotary 'Four Ways' Speech Competition and all reach semi-finals. Alisha Dixon wins through to final

Aisha Dixon (Year 10) runner up at Rotary 'Four Ways' Speech Competition

Year 8 – 10 Arts students (dance, drama and visual arts) produce in a three night 'Arts Festival' and play with great acclaim to packed houses.

The Swing Band (who play at many events and venues throughout the year) is invited to play the at the opening of Kadidjini Park (the old Melville Primary School site) and, as is usual, receives high praise for their performance

Year 10 Arts class award winning participation in the 'Artist in Residence' painting of the City of Melville 'KickStart' sports trailer

Rhianna Brims (Year 9) reaches semi-final of the Premiers Anzac Student Tour speech and essay competition

Melville Art students (8 -12) participate in City of Melville 'Art Blast Awards', 'Access Asia Exhibition', and 'Fremantle-Peel Art Blast'

Four Year 12 drama students reached the second round audition in the Young Originals exhibition

Intermediate Concert Band achieves overall "Merit" at interschool Concert Band Festival

28 students participate in the 40 hour famine and raise \$2537

Year 8 – 10 Arts students engage in the "Uthando Program" and make dolls for a children's orphanage in Cape Town

Year 8 – 10 Arts students commissioned to paint mural on the Melville Primary School canteen



The Intensive English Centre (IEC)

The IEC sub-school is an important part of the Melville SHS educational community and we are proud to be associated with this example of successful multiculturalism. The Melville IEC provides newly arrived migrant learners (temporary and permanent resident) with a friendly, secure learning environment where students from diverse cultural and linguistic backgrounds are assured of inclusive curriculum and service provision.

Commonwealth funding supports incoming learners by providing one-year intensive English studies, designed to prepare students for successful academic achievement in mainstream educational contexts at Melville SHS or elsewhere (in 2010 our students graduated to Rossmoyne SHS, Willetton SHS, Lynwood SHS, Kent Street SHS, Applecross SHS, Canning Vale College, Como SHS, Belmont City College, Thornlie SHS, Yule Brooke College and North Lake Senior Campus). Students enrolled in the IEC have diverse social, educational and language backgrounds. Using the English as a Second Language (ESL) progress maps, teachers follow system wide targets and protocols for assessing student language achievement. Targets across IECs have been established at Level 4 across all language modes for literate on-arrival learners (shown as T1 and T2 in the accompanying table) and Level 2/3 for limited-schooling, non-literate learners (T3 in accompanying table). As students graduate at the end of each semester, final written reports provide details of each student's achievement in speaking, listening, reading and viewing and writing. Following is a summary of those results for the Semester 2 2010 graduating class.

The data from the Semester 2 graduating class shows that literate (T1) students performed particularly well in reading and writing with a small proportion of students achieving higher than the Level 4 target.

Graduation Results for IEC Students Semester 2 2010:

T1	Listening	Speaking	Reading	Writing
Level 3	31%	19%	0%	0%
Level 4	50%	62%	100%	100%
Level 5	19%	19%	0%	0%

T2	Listening	Speaking	Reading	Writing
Level 2	30%	23%	0%	23%
Level 3	35%	53%	88%	65%
Level 4	35%	24%	12%	12%
Level 5	0%	0%	0%	0%

T3	Listening	Speaking	Reading	Writing
Level 1	25%	19%	0%	0%
Level 2	25%	25%	50%	88%
Level 3	50%	56%	50%	12%

	Achieved or exceeded target
	Close to meeting target
	Failed to meet target

A number of Chinese and Thai speaking students did not reach the Level 4 target in listening and speaking. Chinese and Thai students are more used to a passive learning style with little or no group work or class discussion. These students require more time than is generally available before graduation to become accustomed to the western learning environment found at the Melville SHS IEC. This said most T1 students achieved the Level 4 target.

Of necessity the T2 cohort consisted of a mixture of literate and non-literate students. These students are very heavily reliant upon teacher scaffolding and support. Despite the fact that Level 4 is a difficult achievement target for students who have only been learning English for one year, the outcomes for the Semester 2 graduating class are somewhat disappointing. Accordingly in 2011 the T2 classes will be provided with additional support to make sure a higher number of students attain Level 4 and moderation processes will be established to ensure teacher consistency across the six T1 and T2 classes. The T3 cohort performed extremely well with many achieving beyond the Level 2 target set for limited-schooling/non-literate background students. Again, T3 students require significant scaffolding and support for task completion. Nevertheless 100% of students reached the target in reading and writing while a significant majority (75% and 81%) achieved the target in listening and speaking. In 2011 it is recommended that there are more moderation activities to ensure teacher consistency across the classes.



Teacher Qualifications

There were 134 staff on site at Melville SHS comprising 92 teaching staff (79.5 FTE positions) and 42 Support staff (29.9 FTE positions). 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 of the Western Australian College of Teaching. All staff (teaching or non-teaching) held the relevant 'Working With Children Check' clearance. The following table shows a summary of Teacher Qualifications at Melville SHS:

Teacher Qualification	No. of staff
PHD	0
Masters Degree	15
Bachelor Degree with Honours	1
Bachelor Degree	87
Graduate Diploma	15
Diploma	44
Associate Diploma	2
Certificate IV	7

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

Melville Senior High School recognises the importance of building our quality future teachers. In 2010 over fifty practice teachers worked with our experienced staff through the University of WA, Murdoch, Curtin University, Notre Dame and Edith Cowan Universities.



Student Numbers

In 2010 the school had a decrease in Year 8 enrolments caused by the so called half cohort (in fact a 40% cohort at Melville SHS) entering high school. This said there were an additional 40 students enrolled into Year 9, six into Year 10, five as international students and 19 into the IEC. Hence the net decrease in student population from 2009 was small (eight) and, overall, the number of applicants for positions into the school saw us reluctantly turn away many students as we focused on catering for families in our local intake area in Years 9 and 10. In 2011 we anticipate a continuation of the trend seen over recent years of enrolling increased numbers of students and expect to have over 900 students for the first time in many years.

Student Numbers at Melville SHS 2006 - 2009:

Melville SHS	Total	Year 8	Year 9	Year 10	Year 11	Year 12	IEC
2010	873*	70**	210	199	154	127	113
2009	881*	170	193	167	163	94	94
2008	860	188	164	185	124	96	103
2007	822	137	166	162	137	107	113
2006	815	148	153	160	154	88	112

*This figure does not include approximately 30-35 International Students
 ** Half Year Cohort

Student Attendance

As can be seen in the accompanying graph and tables, the active promotion of the "It's not ok to stay away" campaign throughout 2010 saw Melville again attain attendance rates in all year levels either equal to or above state average. The student services team have put in place initiatives to support students in attaining the greater than 90% attendance rate important for success at school. These include an SMS notification system, which notifies parents daily of a student's absence; reward incentives for achieving excellent attendance both weekly, by term and by year as well as Principal Commendations for 100% attendance. Year Co-ordinators and managers analyse daily attendance rates and provide and apply intervention strategies where appropriate.

State and Melville SHS Secondary Attendance Rates:

	Year 8	Year 9	Year 10	Year 11	Year 12
2008	92%	91%	88%	91%	93%
2009	91%	91%	88%	90%	92%
2010	90%	88%	88%	91%	93%
State 2010	90%	88%	86%	87%	89%

Annual Budget and Accounts

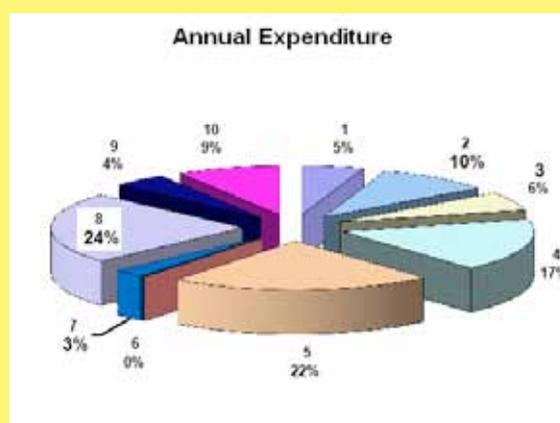
2010 Annual Income

Item	Budget	Actual
1. Voluntary Contributions	\$135,347	\$135,398
2. Charges and Fees	\$535,871	\$534,291
3. P&C Contributions	\$12,642	\$12,636
4. Fundraising and Donations	\$25,878	\$26,051
5. State Government Grants	\$428,144	\$428,145
6. Commonwealth Government	\$549,973	\$549,973
7. Miscellaneous	\$159,943	\$163,682
Total Income	\$1,847,798	\$1,850,177
Transfer from reserves / gifts	\$261,902	\$261,901
Opening Balance	\$481,606	\$481,606
Total Funds Available	\$2,591,306	\$2,593,683



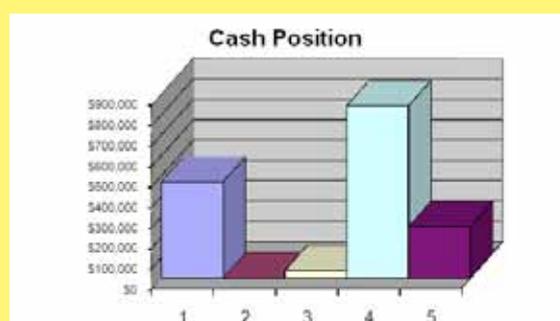
2010 Annual Expenditure

Item	Budget	Actual
1. Administration	\$96,002	\$85,612
2. Utilities	\$151,954	\$159,446
3. Repairs and Maintenance	\$127,379	\$101,713
4. Capital Works	\$289,783	\$285,319
5. Leases	\$0	\$0
6. Assets and Resources	\$792,664	\$365,506
7. Professional Development	\$56,223	\$43,212
8. Education Programs	\$498,833	\$389,006
9. Student Services	\$89,742	\$74,733
10. Miscellaneous	\$163,310	\$143,608
Total Expenditure	\$2,265,890	\$1,648,156
Transfer to Asset Reserves	\$212,500	\$212,500
Total Funds Carry Forward	\$112,916	\$733,027



2010 Cash Position at at 31 December

1. Carry Over (committed)	\$471,411
2. Deductable Gift Funds	\$0
3. Accounts held in Trust and Suspend	\$36,172
4. Building Reserves & Asset Replace	\$844,136
5. Funds carried forward and Contingencies	\$253,734
Total Bank Balance	\$1,605,453



Total Creditors as at 31/12/2010	\$2,020
Total Debtors as at 31/12/2010	\$35,644
Total Bad Debts written off for the year	\$13,694



School Budget

A summary of Melville's school budgets and annual accounts is reflected in the accompanying tables and graphs. As can be seen the school continues to receive funds from a variety of sources including State and Federal Funding, Overseas Fee Paying students as well as parent student contributions/charges and the P&C. Where possible specific funds received are invested sometimes only for a short term, but this also helps to increase income into the school.

Capital Works

Improvements continue to be made to the school grounds and buildings, some of these have been completed others are earmarked for completion early in 2011.

These projects include:



- Shade sails to the Middle School quadrangle
- Block out blinds and tinting throughout the school
- Air-conditioning to both the Gymnasium and the Library
- Painting of classrooms
- Replacement of classroom furniture.

Summary

With a very solid collection rate of approximately 80% of voluntary contributions and charges and 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 (close to one million dollars in the past two years).

This budget is monitored on a regular basis by both the School Executive and the Finance Committee enabling current projects to succeed as well as funds being set aside for future ventures and developments which include the schools' next major upgrade; the refurbishment of the science laboratories.





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