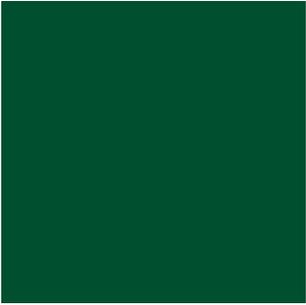


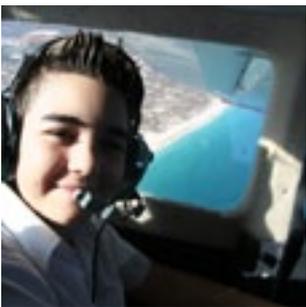
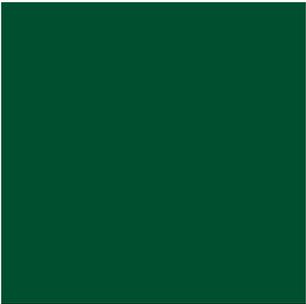


MELVILLE  
SENIOR HIGH SCHOOL

An Independent Public School  
Awarded Top Public School  
from 2006 - 2012



# Annual School Report 2012



**Confident ♦ Innovative ♦ Successful**



# Introduction

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2012 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 any one with an interest in our school – Melville Senior High School.

2012 was another very successful year for Melville SHS with the headline academic data showing that in national and/or state wide standardised testing our Year 9 students exceeded state, so called 'like socio-economic schools' and Australia wide achievement averages in NAPLAN (literacy and numeracy) testing and state and like socio-economic school averages in WAMSE science and society and environment testing. Furthermore our Year 12 students not only achieved 100% graduation (WACE) for the eighth time in nine years but also an outstanding attainment rate (attaining a 55+ ATAR and/or a Certificate II or higher) of 98% which was the second best result of any public school in the state.

2012 was also our first full year as an Independent Public School (IPS). The IPS program is intended to provide highly capable public schools with greater decision making autonomy than would otherwise be the case. One of the key features of Melville SHS being an IPS has been the development and implementation of a three year Business Plan linking the 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 Business Plan 2012–14 is the vision of being the school of choice for the local and wider community, thus providing a safe and attractive learning environment to support students in the achievement of academic, sporting, social and cultural success. A key measure of this vision is the growth of our student population and it is encouraging to see that we had an overall 6% growth (930 – 988 in semester 1) in our student numbers as we continue our march towards 1,050 students (1,250 by 2015). Larger student numbers of course make it easier for us to offer the range of subjects that we consider necessary to be a successful, comprehensive senior high school.

The consolidation of our Middle School processes and structures continued to be enhanced by the full roll out of the 1:1 MacBook program in Year 9 and 10 (with a targeted roll out in Year 8, 11 and 12). We worked hard at increasing the academic rigour needed to better prepare students in Years 8–10 for their WACE and/or workplace transition through formal examinations, homework classes and improved parental access to course outlines and assessment programs.

Throughout 2012 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, 2012 saw our Year 12 students achieve outstanding results in their Western Australian Certificate of Education (WACE) exams. In addition to the excellent graduation and attainment rate mentioned earlier, for the seventh time in as many years Melville was identified by the Minister of Education as being a 'Top Public School'. Melville's great tertiary entrance results helped toward this and the details are summarised on page 5.

Student cultural engagement was exemplified through the vibrant Melville Arts program which is high in quality, extensive and very successful. Throughout 2012 arts students were involved in over 48 exhibitions, performances or competitions. These included: the YoFest dance and drama competition; the annual music 'brunch' performance; the 'Twilight' music fund raising concert; 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. These included winning a Shaun Tan Art award; the highly selective Perspectives Exhibition at the art gallery of WA; winning The City of Perth Black Swan Heritage awards; finalists in the St George Art exhibition; finalists in the Fremantle Headspace exhibition; finalists in the Young Original exhibition and winning The City of Melville Art awards. In addition to their many performances the music program enjoyed particular success in formal competition at the State wide Concert Band Festivals where our renowned Swing Band and the Intermediate and Senior Concert Bands and the Classical Guitar Ensemble as well as our fledgling vocal ensemble Senior Band all achieved great results.

In terms of sporting successes 2012 not only saw numerous individual student achievements at the local, state, and in some cases national level but also saw the Melville Senior High School swimming team sweep the pool with the opposition and easily win the 'C' Division State Swimming Carnival – thus earning a promotion to the B Division for 2013. Our athletics team, in their first year in the B Division after winning the C division in



# Highlights

2011, placed a very creditable 5th showing that our in and after school sports programs is paying dividends in terms of student achievement as well as engagement. Our netball, basketball and soccer 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 of which we can be justifiably proud. Perhaps the strongest demonstration of this commitment was the successful completion by 16 of our students and three very dedicated staff of a six week trip to Borneo where the students worked with disadvantaged children and their families in a very third world environment as part of the World Challenge program.

2012 also saw the continuation of a number of large and small scale government and school funded building projects. These projects have seen our school science program not only better positioned for current and future school growth with the addition of a seventh Science laboratory but also for twenty-first century pedagogy with the commencement of a million dollar refurbishment project which will see four science classrooms fully upgraded to modern form and function (the school committed to providing \$250,000, the cost of one laboratory, towards this cost).

Smaller wholly school funded building improvement programs during the year have made Melville SHS an attractive, safe, comfortable and indeed a functional learning environment. The many building improvements are outlined on page 14.

In short 2012 was another very successful year for students at Melville. Clearly this would not be the case without a motivated, caring and talented staff and we would like to acknowledge and thank them for the professionalism with which they approach this most challenging (and rewarding) 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 and pleasant students who are prepared to ‘have a go’. As a school we try to embrace a culture of continual improvement (see improvement priorities and targets in the Business Plan 2012 – 2014) and we look forward to 2013 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 member of the school Executive Team.

Kind regards,



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



**Paul Richards**  
School Board Chair  
Melville SHS

## Academic Achievers

Dux ATAR for 2012	Shaghayegh Bahrami
Dux VET for 2012	Joshua Sherred
Certificates of Commendation	Shaghayegh Bahrami Casey Fitzpatrick Claire Hart Joshua Merriman Deisha Price Shenae Vincent Nathan Richards Charlotte Williams
95 Club (95+ ATAR)	Shenae Vincent Nathan Richards Charlotte Williams
Lions Youth of the Year Quest	Hannah Sorrell Aisha Dixon (finalist)

## Scholarships

Curtin University Scholarships	Conor Jessen Nathan Richards Joshua Clements Casey Fitzpatrick Charlotte Williams
Defence Technical Scholarship WAAPA Entry	Charlotte Williams

## Other Academic

Interschool Debating	Year 9 winners
Numero	
Book in a Day Competition	
Canberra Trip - Year 11	

## Awards

Top Public School Status	
Australian winner Letitia Nicoll Oracy Award for IEC & ESL	

## International

World Challenge Trip to Malaysia and Borneo	
Singapore Netball Trip	

## The Arts

2012 Shaun Tan Awards(won)	Rheanna Wright
St George’s Art Awards	Hugh Gibson Nathan Richards Clare MacNish Nathan Richards
Perspectives Exhibitor	Nathan Richards
Swing Band Jazz Festival	
Guitar Ensemble Guitar Festival	Outstanding
Choral Ensemble Choral Festival	Commended

Twilight Concert fundraiser for Chaplaicy

## Sport

South West Netball Trip	
Interschool Swimming	Won C Division
State Junior Dragon Boat Team	
Tahlia Clements (Year 9), Maraea Thompson (Year 9), Katelyn Bourke (Year 11), Missouri Hira-Vahua (Year 11), Chelsea Forte (Year 11), Joshua Clements (Year 12), Hannah Price (Year 12), Emily Tempest (Year 12), Glen Weaver (Year 12)	

# Senior School Report Years 11–12

## Evan Floyd, Senior School Deputy Principal

The Senior School report addresses Business Plan *Priority 1: Academic Achievement* in general and *Foci 1.5: WACE Achievement* in particular.

### Tertiary Entrance

77 Year 12 Melville SHS students (51%) engaged in the 2012 Western Australian Certificate of Education (WACE) Exams (the 12th highest rate among public schools in the state) and applied for Tertiary Entrance with a median Australian Tertiary Aggregate Rank (ATAR) of 76.4.

The median ATAR score of 76.4 ranked Melville SHS as the 25th best performing Public School. Altogether 71 (91%) of students received an ATAR high enough to get into university by direct entry.

39 students (51%) achieved an ATAR greater than 70, placing Melville SHS around the all state 'Top 50' schools for TER and as can be seen in the following table, exceeding the average of both the state and our like SEI schools (*achieving Target 1.5.2*). Significantly, 13 students (17%) received a scaled score of 75+ in one or more courses.

23% of students received an ATAR in the 90s (i.e. in the top 10% of the state), 23% received an ATAR greater than 80 (i.e. in the top 20% of the state) while 48% received an ATAR greater than 70 (i.e. in the top 30% of the state).

A Curriculum and Standards Authority *Certificate of Commendation* for 20 'A' Grades in Year 11 and 12 was awarded to a total of 8 students or 5% of the graduating

cohort (achieving Target 1.5.4). The students are: Shaghayegh Bahrami, Casey Fitzpatrick, Claire Hart, Joshua Merriman, Deisha Price, Nathan Richards, Shenae Vincent and Charlotte Williams.

In 2012 the top TER of 96.25 was achieved by Nathan Richards while Shaghayegh Bahrami was awarded the school *Academic Dux* and Joshua Sherrd the school VET Dux for the completion of their school based course

### Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more:

Year	No. acquiring an ATAR	No. achieving one or more scaled scores of 75+	% achieving one or more scaled scores of 75+
2010	65	14	22%
2011	58	12	21%
2012	77	13	17%

### Median Australian Tertiary Admissions Rank 2009-11:

Year	School	Like-Schools	State
2010	78.4	71.0	75.1
2011	76.5	71.2	75.6
2012	76.4	70.8	75.9

Note: 'Like-Schools' calculations are the average median ATAR for all schools in each school's 'like schools' grouping. 'State' is the median ATAR for all public school students. There must be at least 10 Year 12 students acquiring an ATAR.

### Year 12 Participation:

Year	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students completing a Cert II or higher		VET – No of students completing a Cert II or higher	
		Number	%	Number	%	Number	%
2010	116	65	56%	76	66%	48	41%
2011	121	58	48%	88	73%	33	27%
2012	150	77	51%	124	83%	119	79%

### Student Performance – Stage 1 Courses – Grade Distribution:

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Building and Construction	20	70	10	0	0	13	32	46	6	3
Business Management and Enterprise (List B 2010 only)	17	9	61	9	4	22	29	39	6	4
Career and Enterprise	17	7	63	13	0	19	31	41	6	4
Design	38	58	4	0	0	19	30	37	8	6
English	23	30	46	1	0	15	32	45	4	4
Food Science and Technology	18	27	47	8	0	25	31	35	6	3
Health Studies	19	23	44	10	4	25	30	34	6	4
Literature	23	39	36	0	2	16	30	46	5	3
Mathematics	17	22	40	14	8	21	26	38	9	6
Materials, Design and Technology	9	44	47	0	0	15	31	42	8	4
Outdoor Education	41	50	7	2	0	26	36	28	5	4
Physical Education Studies	31	48	21	0	0	19	33	39	7	2
Visual Arts	22	26	46	6	0	17	33	38	8	4

# Year 11 and 12 Highlights

## Academic Summary

100% WACE (graduation)  
98% Attainment – 10th Best in State  
14th in 'First 50 VET Schools' - Participation (83%)  
17th in 'First 50 VET Schools' – Achievement (96%)  
83% Certificate participation rate  
96% attainment of Cert II or higher  
40% attainment of Cert III  
Median ATAR of 73.5 - 25th best Public school  
Median ATAR of Melville TISC applicants – 76.4 (above state average)  
23% of our students received an ATAR in top 10% (90+)  
23% of our students received an ATAR in top 20% (80+)  
48% of our students received an ATAR in top 30% (ATAR 70+)  
91% of our students achieved a ATAR sufficient to make them eligible for university entrance  
8 School Curriculum and Standards Authority Certificates of Commendation  
51% ATAR participation rate – 12th highest public school in state  
41% ATAR students applied to TISC ('Like' School = 37%)  
Top ATAR student received an ATAR of 96.25  
Melville students were the highest performing in the state in Design. Students in all Stage 2 and 3 ATAR subjects achieved within the statistically 'expected' range for Like Schools' in ATAR exams  
11 (48%) of our ATAR courses had an average mark higher than all public schools  
12 (55%) of our ATAR courses had an average mark higher than like public schools

## Sports Summary

### Swimming

Champion Boy Year 12	Shaun Gibbins
Champion Boy Year 11	Brendan Peters
Champion Girl Year 12	Hannah Price
Champion Girl Year 11	Breanna Hearn

### Interschool Swimming

16 Years Boys Champion	Brendan Peters
17 Years Girls R/Up Champion	Hannah Price

### Athletics

Champion Boy Year 12	Brent Woodford
Champion Boy Year 11	Joseph Whennen
Champion Girl Year 12	Tessa Lauritsen
Joint Winner	Molly Scott
Champion Girl Year 11	Hayley Booth

### AFL

Jarrad Picket (Year 11) is Fairest and Best in AFL Australian team versus New Zealand.

2012 WA State AFL Girls 16's Team – Madison Barnes (Year 11), Kaitlin Barnes (Year 11), Katrina Tinson (Year 11)

Glen Weaver (Year 12) – selected State Junior Dragon Boat Team in Melbourne

work throughout 2012. Three students achieved an ATAR greater than 95 and have been inducted into the 95 Club to recognise this achievement. These students are Charlotte Pickering, Nathan Richards and Shenae Vincent.

11 of our 21 Year 12 courses had a WACE exam mark higher than the Department of Education 'state' and 'like school' average while 12 had a WACE exam mark higher than Department of Education 'like school' average. Design (Graphics) 3A/B taught by Lev Vykopal and Simon Thompson was the highest performing course in the state.

In recognition of the outstanding performance of our Year 12 students Melville SHS was again presented with a *Top Public School Award* in 2012 by Minister of Education and the Director General of Education. This is the seventh time in as many years that this prestigious award has been made to Melville SHS. Specifically this was presented for achieving:

- 100% Graduation;
- 98% Attainment Rate; and
- 8 Certificates of Excellence

## Vocational Education

124 Year 12 students (83%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. A credible 119 students (96%) of these completed a Certificate II or higher. This placed Melville SHS as 14th in the "First 50 VET Schools" for Participation and 17th in the "First 50 VET Schools" for Achievement.

## Stage 1 WACE Courses

Students in non examined courses typically achieved at State or above state percentages with regard to grade distribution, with Career & Enterprise (22%), Design (38%), English (25%), Literature (23%), Outdoor Education (41%), Physical Education Studies (32%)



and Visual Art (22%) 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 Applied Information Technology, Design, Drama, Materials Design & Technology, Physical Education Studies and Workplace Learning failing no students in their courses.

## Graduation (WACE Completion) Rate

The Melville SHS Graduation (WACE completion) rate for 2012 was 100% (*achieving Target 1.5.1*) - the fifth consecutive year of achieving this result and the eighth time in nine years. This graduation rate places us equal 1st in the State. To graduate a student must first achieve their English Language Competence. Accordingly 100% of Melville students achieved this important benchmark (*achieving Target 1.1.4*).

## Attainment Rate

Attainment Rate is the measure of a graduating student's achievement of one or both of 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 2012 Melville achieved an outstanding Attainment rate of 98% - the second highest public school rate in the state. This compared with a 'Like School' Attainment rate of 66% and a state wide attainment rate of 65.5% (*achieving Target 1.5.3*).

### WACE Achievement 2010 - 2012:

Year	Eligible Year 12 Students	Percentage achieving WACE
2010	116	100%
2011	121	100%
2012	150	100%

## 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.

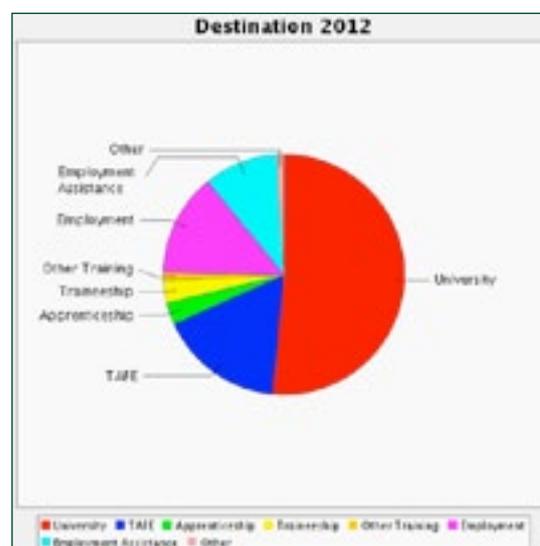
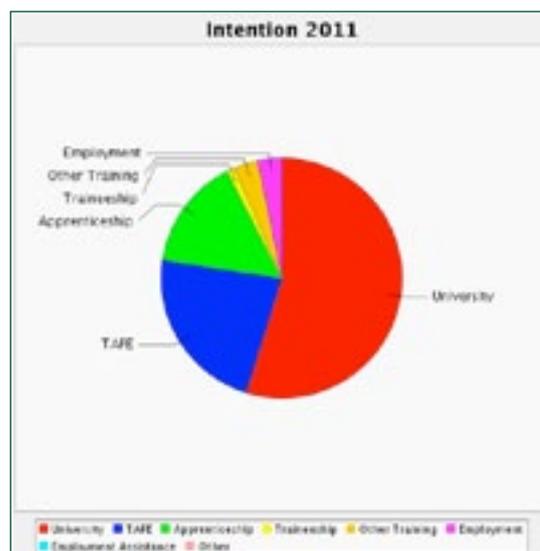
While this is quite acceptable and indeed desirable for some students it is pleasing to note that the retention rates from Year 10 – 11 (101%) and 11 - 12 (85%) have continued to improve since 2010. Significantly the year 10 – 12 retention rate of 76% represents a small improvement from 2011 and appears to be on track to equal or exceed the 80% target (*see Target 2.1.2*) considered important in establishing a viable population of Year 11 students for 2013.

## Apparent Retention and Progression Rates (%) – Secondary:

Year/s	8 - 10	8 - 12	10 - 12	10 - 11	11 - 12
2010	106%	83%	69%	91%	80%
2011	126%	90%	75%	102%	83%
2012	147%	80%	76%	101%	85%

## Intentions and Destinations

86% of Melville students have achieved a post school destination of university, TAFE, an apprenticeship, a traineeship or employment. Specifically, 77 students (52%) accepted university placement, 25 students (17%) accepted a place at TAFE, 5 students (3%) have been offered apprenticeships while 21 students (14%) have taken up employment opportunities.



# Middle School Report Years 8–10

Kylie Bottcher, Middle School Deputy Principal

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)

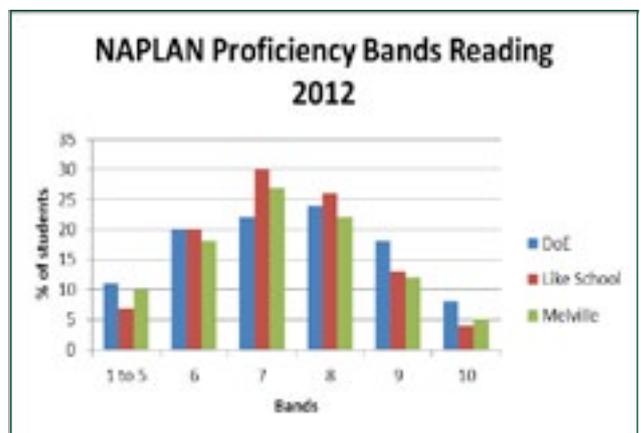
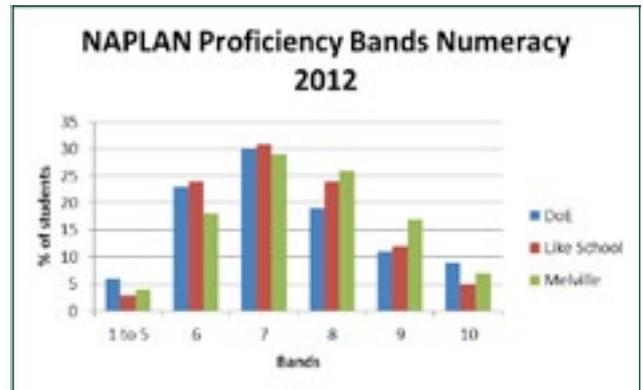
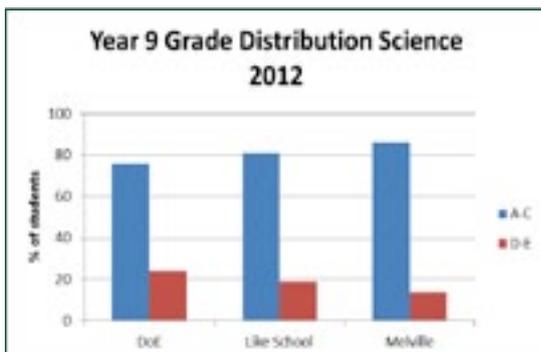
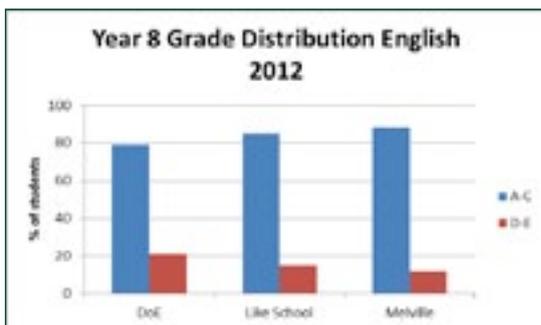
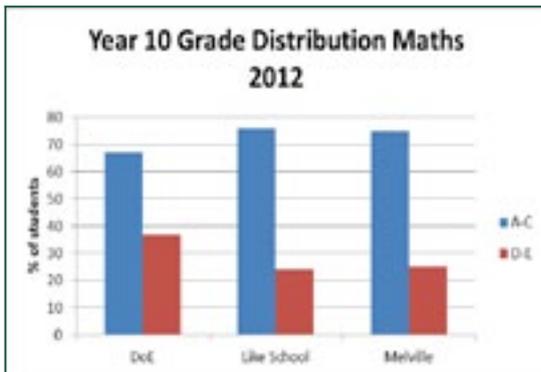
School performance in the middle school (see three snapshots across years 8 – 10) showed that students compared favourably with both state (DoE) and 'like socio-economic schools'. In 2012 at Melville SHS a higher proportion of students generally attained A or B grades and fewer D and E grades across Years 8, 9 and 10 (achieving Target 1.2.1 for state – but not like schools - 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 homogeneous 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 generally 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. This said it is a recommendation that each learning area continue to focus on exploring and adopting pedagogical strategies that increase the number of students achieving A - C grades thereby ensuring students are maximising their potential (see Target 1.2.1 and 1.2.2).

## National Assessment Program Literacy and Numeracy (NAPLAN)

(Business Plan Targets 1.1.1 – 1.1.4)

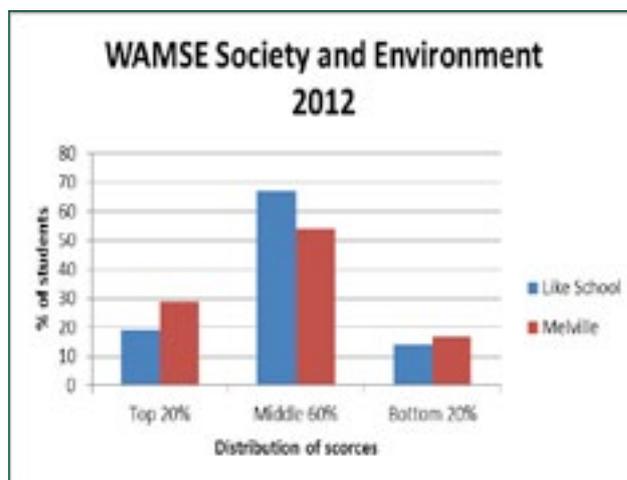
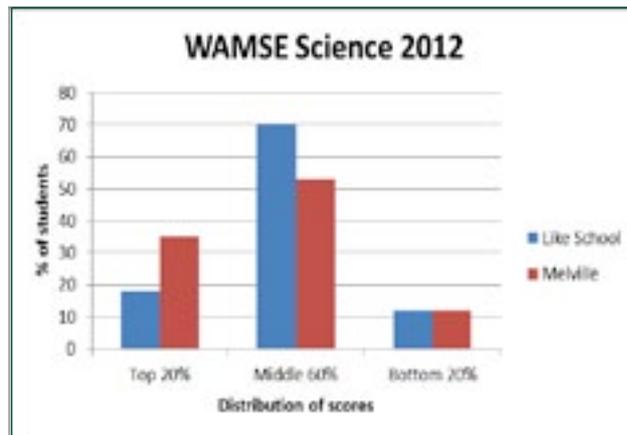
NAPLAN assesses students in all Australian schools in Years 3, 5, 7 and 9. Scores provided are an indication of student achievement and typically expressed in Band levels with the higher the band the higher the achievement level. In 2012 Melville SHS students achieved above DoE and like school averages across the higher bands (achieving Target 1.1.1 (a) for State and Like schools and Target 1.1.1 (b) for State, Like and Australian schools).



The percentage of students achieving under the minimum national benchmark or “at benchmark” (Band 1 to 6) at Melville SHS was also lower than DoE averages and comparable to “like schools”. Melville’s commitment to improving literacy and numeracy results has been a mainstay of the school’s past performance and the school continues to put programs into place in response to the needs of the student body and of any particular cohort. These strategies are evident in the school’s literacy and numeracy 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 and maximising information attained on prior tests to help focus on areas of weakness as well as implementing more generalised whole school paragraph writing strategies. The results obtained from the testing regime in Year 9 form the basis for continued strategic improvement into Year 10.

**WA Monitoring Standards in Education**  
(WAMSE) Year 9 Data (Business Plan Target 1.3.1)

These tests in Society and Environment and Science are developed using the learning outcomes described in the Curriculum Framework, which provides the context for measuring and reporting student performance across all year groups. Unlike NAPLAN these test are limited to only Western Australia. In 2012 Melville SHS students outperformed like schools in the top 20% of 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. It is important to note that ongoing strategies are being used to decrease the numbers 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.



Provider Approved Specialist Program in Netball



Provider Approved Specialist Program in Aviation



## Year 8-10 Highlights

### 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 three state-wide accredited specialist programs specifically: a Gifted and Talented Education Program (G&T) in the Humanities, Maths and Sciences; Aviation Studies; and Netball (see *Target 2.5*). In 2013, the school will also offer a 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 2012 our fifth class of G&T students started their studies at Melville, which meant 2012 saw the first cohort of these students graduate successfully from the school (see *Target 1.5*). Throughout their five years at Melville SHS G&T students have been provided with an array of extension courses, competitions and 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.

The Year 8-10 BUILD program (see *Target 1.4*) provides 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.

During 2012 the school began a targeted approach to improving pedagogy; particularly focussing on a program of Instructional Strategies (see *Target 1.6*). This program started with 12 teachers initially being trained and it is planned to increase these numbers throughout 2013. The program aims to increase student focussed learning and higher 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, 3.2 and 3.3)

Curriculum change is occurring across Australian schools as the Australian Curriculum is introduced (see *Target 3.1.1*). During 2012 the learning areas tagged as Phase One (English, Maths, Science and Society and Environment - History) at Melville SHS developed programs, purchased resources and trialed the delivery of the Australian curriculum in Year 8. This phased implementation is planned to then continue until full implementation across middle school by 2015. \$20,000 was allocated in the school budget to support the purchase of materials (text books etc) associated with implementing the Australian Curriculum.

In preparation for a major change occurring in 2015 when Year 7s move into the secondary school setting, in 2012 Melville Senior High commenced a transition program

### Academic

Year 9 NAPLAN results Above national average  
Year 9 WAMSE results Above state average  
50 Certificates of Academic Excellence  
Australian Science Quiz  
Australian Mathematics Competition

### Arts

Twilight Concert  
Variety Concert

### Swimming

Champion Boys

Year 8 Kieran Peters  
Year 9 Lachlan Price  
Year 10 Reece Huntly

Champion Girls

Year 8 Jamie Lee Elliot  
and Rhiannon Huston  
Year 9 Ashdyn Kawana  
Year 10 Deni Campbell

C Division – Melville SHS 1st place

Champion Girl 13's (Year 8) Rhiannon Huston  
Champion Girl 14's (Year 9) Isobel Scherini  
Champion Girl 15's (Year 9) Ashdyn Kawana  
Runner up Boy 15's (Year 9) Lachlan Price

### Triathlon

2012 WA State Triathlon Team Jeremy Shaw (Year 8)

### Athletics

Champion Boy Athletics

Year 8 Masuki Doloh  
Year 9 Tristan Wuu  
Year 10 Matthew Pallotta

Champion Girl Athletics

Year 8 Kirsten Young  
Year 9 Jessica Smith  
Year 10 Tayla De Valle

Interschool Athletics

Girls 14 Years Champion Jessica Smith  
Boys 15 Years R/Up Champion Matthew Pallotta

WA Junior State Championship – Matthew Pallotta (Year 10)  
2nd Mens U16 100 m, 2nd Mens U16 400m & 1st Mens U16 200m



# Intensive English Centre

Connie Hanscom, Deputy Principal IEC

to manage this shift. The school started by familiarising itself with Year 7 students through a partnership with Attadale and Bicton Primary Schools. This program saw their Year 7 students attend Melville SHS for one day per week for the whole year with a teaching and learning program of Maths, Science and the Arts being delivered and reported on by specialist Melville teachers utilising specialist facilities. Throughout Semester 2 2012 a working party, led by the Deputy Principal Middle School, researched and then developed various learning, teaching and transition models for Year 7s. The working party completed its recommendations based on research and information from schools who already have Year 7s on site (*achieving Target 3.2.1*). This plan will be implemented over 2013 and 2014.

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 and 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 trial of 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 \$250,000 in 2012), up-skilling staff in the use of modern ICT devices such as iPads has also been seen as important. Accordingly, late in 2012 a decision was made to purchase iPads for staff interested in a trial. Pleasingly, approximately 70% of the teaching and administrative staff volunteered their involvement in this trial and will receive an iPad for school use in early 2013 (approximate cost of \$60,000).

In addition to these two strategies, Melville is using a web-based software package provided by the DoE called "Connect", which will enable students and their parents access to course outlines and assessment programs as well as student marks and grades. It is planned that this will make communication of essential information between school, student and home effectively instantaneous.

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.



While not referenced in the Business Plan with specific targets, the Intensive English Centre report generally 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)*.

The IEC is an important part of the Melville SHS educational community providing newly arrived migrant learners with a supportive 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 schools across the metropolitan area – including Melville SHS. This school is a significant recipient of IEC graduates given the school's proven ability to manage this important transition (*see Target 1.1.4 Strategies 4 and 5*). A large portion of the 2012 cohort submitted out of area applications on the sole basis of their English as a Second Language (ESL) background.

Students enrolled in the IEC have diverse social, educational and language backgrounds. Using the ESL progress maps, teachers follow system wide targets and protocols for assessing student language achievement. In 2012, there were 4 transition class groups in both semesters.

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 then Semester 2 graduating classes.

Legend
Achieved or exceeded target
Achieved target for lower levels
Failed to meet target

## IEC Language Level Achievement - Semester 1

### Transition exiting cohort combined results

Level/ Micro Skill	Listening		Speaking		Reading		Writing	
	no.	%	no.	%	no.	%	no.	%
Level 5	0		6	14	3	9	3	7
Level 4	30	68	23	52	23	52	12	27
Level 3	12	27	11	25	14	32	25	57
Level 2	2	5	4	9	4	9	4	9

The above table illustrates language levels achieved by individual students in the 4 transitional class groups. These results bear out all second language learning research and demonstrate that both reading and writing are the most difficult language modes for students to achieve mastery in. Nonetheless, the results support the

language acquisition phases within in the ESL Progress Map Professional Guidelines. These phases articulate the typical language progression made by students within a defined time frame. As such their progression through the levels varies for a number of reasons such as background, circumstances, age, socio-economic situation, previous schooling and literacy in the first language etc.

Student progress in the different modes also varies, with listening and speaking developing more rapidly than reading and writing. The expectation is that with continued ESL support, they will progress through the functional levels over the remaining time spent in mainstream.

### IEC Language Level Achievement – Semester 2

#### Transition exiting cohort combined results

Level/ Micro Skill	Listening		Speaking		Reading		Writing	
	no.	%	no.	%	no.	%	no.	%
Level 5	5	13	10	26	1	3	1	3
Level 4	26	67	12	31	22	56	17	44
Level 3	3	8	12	31	11	28	15	38
Level 2	5	13	5	13	5	13	6	15

The Semester 2 listening results were very encouraging whilst the other language modes are on target. Although there is always room for improvement, data from 2012 demonstrates that the IEC English language learning program is effectively meeting students' needs. It also demonstrates that the system wide target appears to be set at the correct level. Data (see *Target 1.2*) also indicates the need for on-going ESL in the 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 utilising sound ESL pedagogy.

### 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 chronological 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 to 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.

# Students and Staffing

## Sass Vlasich, Manager Student Services

The Student Services and Staff report addresses Business Plan Priority 2: *School Sustainability in general and Foci 2.1, 2.3 and 2.4* in particular.

### Student Numbers

In 2012 the school sustained the large number of Year 8 enrolments seen in 2011 (after the small number of Year 8s in 2010 with the so-called half cohort). In fact we were delighted to have the largest population of Year 8s in recent history (192). 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 in 2010 of attracting students into the school at non-traditional entry points (i.e. Year 9 and 10). Specifically: 2012 saw an increase of 29 students into Year 9 and 20 students into Year 10 (an overall increase in the half cohort of 45 since this group started at Year 8 in 2010). These enrolment figures would have been larger were it not due to rooming constraints (an issue we are continually trying to address) which forced us to reluctantly turn away a significant number of out of area applicants as we focused on catering for families in our local intake area.

In 2013 we anticipate a continuation of this trend to enrol larger numbers of students and fully expect to have over 1,000 students for the first time in many years. It is planned to grow the school to around 1,050 students by 2014 (see *Target 2.1.1*) before the Year 7s join us in 2015 when it is likely that our student population will stabilise at around 1,250. Catering for these numbers is being made possible by the Department of Education confirming the allocation of four additional demountables and the adaptive reuse of currently under-utilised classroom spaces.

#### Student Numbers at Melville SHS 2008 – 2012 (Semester 2 Census Data):

	Total*	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	IEC
2012	952	192	219	115**	194	152	80
2011	926	190	95**	222	204	128	87
2010	873	70**	210	199	154	127	113
2009	881	170	193	167	163	94	94
2008	860	188	164	185	124	96	103

\* These figures do not include International Fee Paying Students (approximately 45 in 2012).

\*\* This is the half cohort year group

### Student Attendance

As can be seen in the accompanying table, the active promotion of the "It's not ok to stay away" campaign throughout 2012 coupled with the implementation of a series of new initiatives targeted at the 70-90% attendance category and the employment of an attendance officer saw Melville (91%) again achieve average attendance rates across all year levels that were above state (88%) and like school (89%) averages (achievement of *Target 2.3.1 (a)*).

The Student Services team have put in place many initiatives to support students in attaining close to or greater than the 90% ('regular') attendance rate considered important for success at school. These include an SMS 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 and prizes for 90% plus attendance. Year co-ordinators and managers analyse daily attendance rates and provide and apply intervention strategies where appropriate. These strategies have seen an improvement in the number of students attending regularly (68%) which, while higher than state and like school (57%) averages, is lower than our aspirational target figure of 80% (see *Target 2.3.1 (b)*) although it should be noted that 91% of our students have a better than 80% attendance rate.

As a school, over the past three years we have had growing concerns about the declining attendance rates of a small but significant percentage of our ATSI students. Accordingly, the 2012 – 2014 School Business Plan includes a target (*Target 2.3.2*) specifically aimed at improving this situation. It was very encouraging to see a significant improvement in average attendance between 2011 and 2012 in this group of students – especially when Melville average attendance rates (81%) are compared to state (68%) and like schools (79%).

#### Percentage Average Attendance Rates for Each Year Group from 2009 - 2012:

	Year 8	Year 9	Year 10	Year 11	Year 12	Yr 8-12 MSHS Average	Yr 8-12 State Average
2009	91%	91%	88%	90%	92%	91%	87.7%
2010	90%	88%	88%	91%	93%	90.2%	87.6%
2011	92%	91%	88%	88%	89%	89.6%	87.5%
2012	92%	90%	91%	90%	91%	90.8%	87.6%
State 2012	89%	87%	86%	87%	89%	-	87.5%

### Staff Teacher Qualifications

There were 156 full and part time staff on site at Melville SHS comprising 106 teaching staff (88.3 FTE positions) and 50 support staff (34.8 FTE positions). Among the teaching staff there are four Level 3 classroom teachers and 32 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 Western Australian College of Teaching. Furthermore all staff (teaching and non-teaching) held the relevant 'Working with Children Check' clearance. Of note in the following table showing a summary of teacher qualifications is the continual rise in 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.

Teacher Qualification	No. of staff*
PHD	0
Masters Degree	13
Bachelor Degree with Honours	5
Graduate Diploma	58
Bachelor Degree	93
Diploma	24
Associate Diploma	14
Certificate III/IV	26

\* 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 2012 over 45 practice teachers worked with our experienced staff. While each university was catered for the majority of practice teachers came from Murdoch, Notre Dame and Edith Cowan Universities.



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## Annual One-line Budget and Capital & Minor Works Report

Anne Tims, Business Manager

### 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 Flexible Salary Allocation (FSA). The school contingencies budget has a 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 Flexible Salary Allocation (FSA) includes the School Flexible Salary Allocation (SFSA), a Relief Salary Allocation (RFSA) and a School Salary Pool (SSP).

As can be seen from the various accompanying graphs and tables Melville had an initial one-line budget allocation in 2012 of approximately \$13,791,780 with the great majority being allocated for staff salaries (SFSA) - \$10,497,007 and \$2,823.821 for contingencies. The ability of the school to plan and then move cash from one component of the budget to another is the 'great' flexibility enabled 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.

The SFSA, RSFA and SSP graphs show the progressive expenditure from each of these accounts and as can be seen, while there was an 'overspend' of approximately \$50,000 in the RFSA there was an corresponding 'underspend' of approximately \$70,000 in the SSP - thus leading to a net saving of approximately \$20,000. What isn't so easily seen due to the scale of the graphs is a saving of

\$148,000 in the SFSA (salaries) which, capitalizing on one of our new found flexibilities as an IPS, has been committed to offset an anticipated one off overstaffing of approximately \$100,000 in 2013, considered necessary to prepare for the significant increases in student population over 2014-15.

As mentioned, the school receives funds from a variety of sources including state and federal funding, as well as the school's Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges from our school community. With the establishment of payment plans and the ability to pay directly into the school bank account we have seen this collection rate increase in the last two years and in 2012 approximately 84% of combined total charges and 82% of voluntary contributions and charges were paid in full. We hope that the 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.

### Capital Works, Assets and Resources

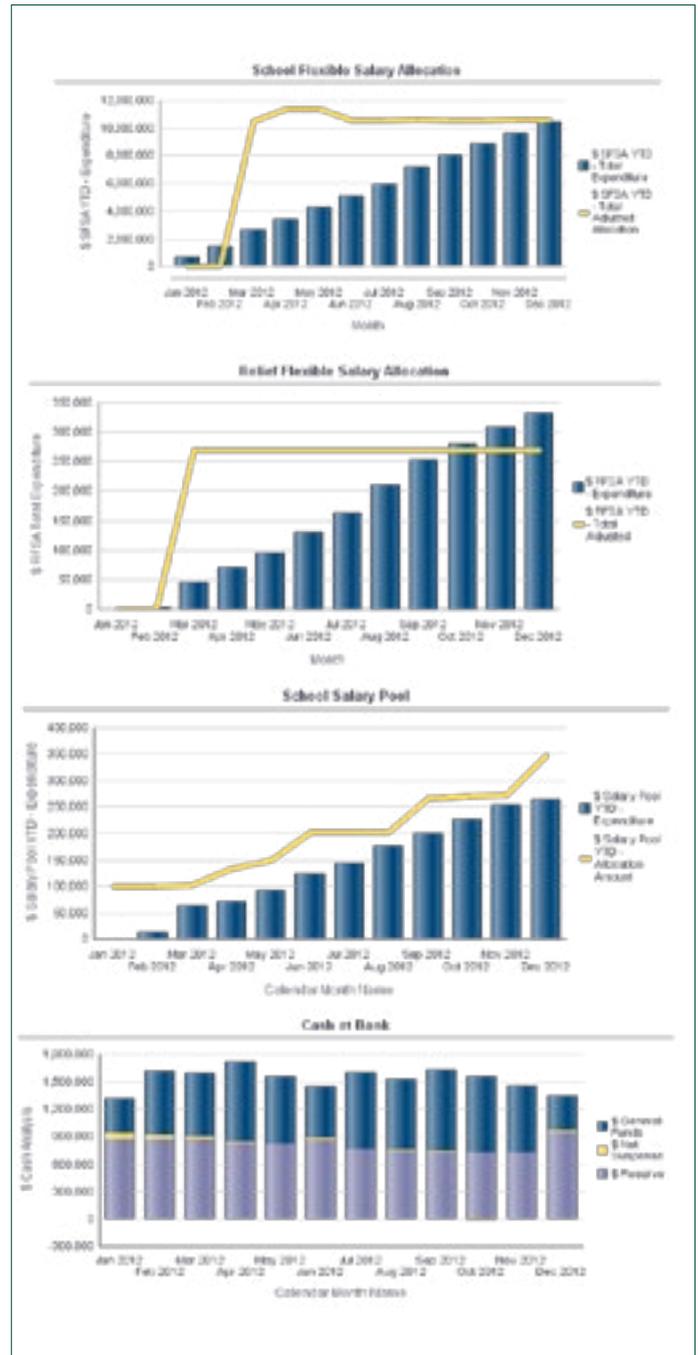
In addition to over \$250,000 expended in sustaining the MacBook 1:1 trial, 2012 saw the (delayed) commencement of work on the \$1,000,000 science classroom refurbishment project which won't be completed until mid term 1 2013. In exciting news, in late 2012 the school was advised that the \$250,000 of school funds committed from our Asset Replacement Reserve will no longer be redeemed by the DoE who will pay for the four classrooms fully themselves. It is expected that this unexpected profit will be expended in 2013 – 14 on adapting classrooms for the 2015 influx of Year 7 students.

2012 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 'dated' brown brick walls found throughout the schools; the replacement of a half dozen aging notice boards; the removal of the dysfunctional and unsightly concrete pump house; widening and beautifying several school entry points; updating the classroom furniture in a number of learning areas; and the provision of air-conditioning to the library and gym areas as well as several classroom and office spaces. All of these programs, which cost in the order of \$240,000, are intended to make Melville SHS an attractive, safe, comfortable and indeed functional learning environment.

### 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 school's 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 International 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 1.5 million dollars in the past four 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.

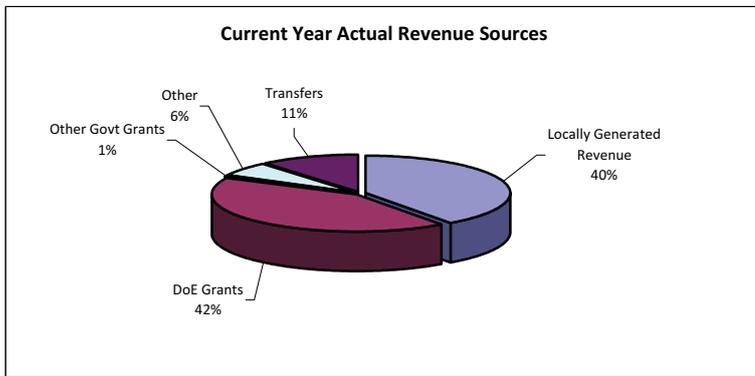
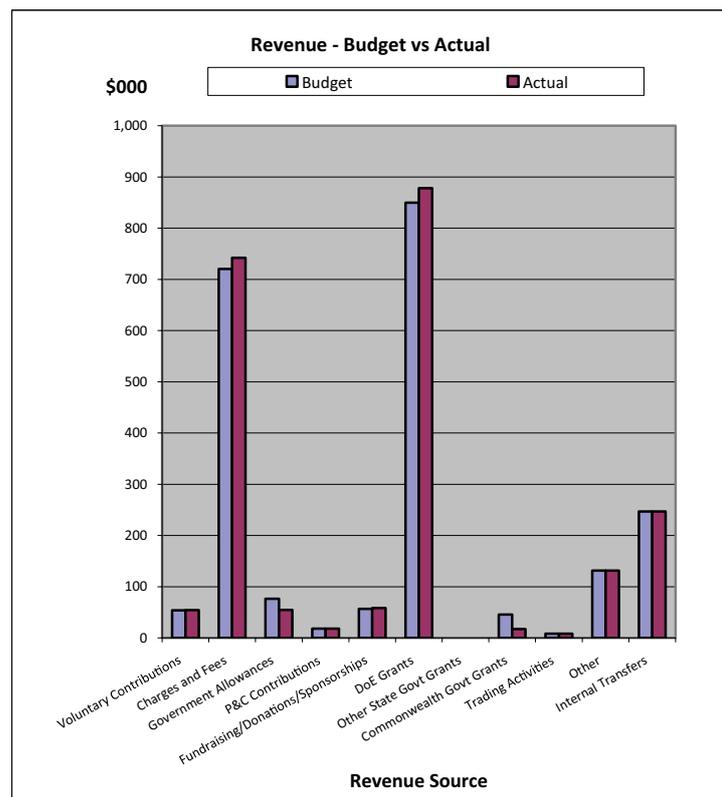
### 2012 Online Budget Graphs and Tables



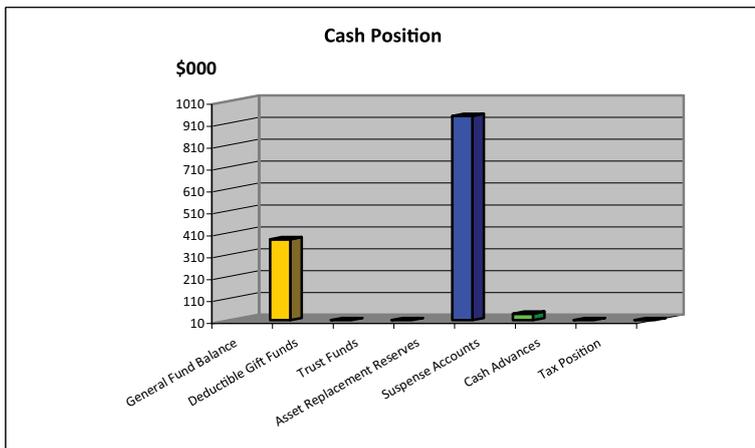
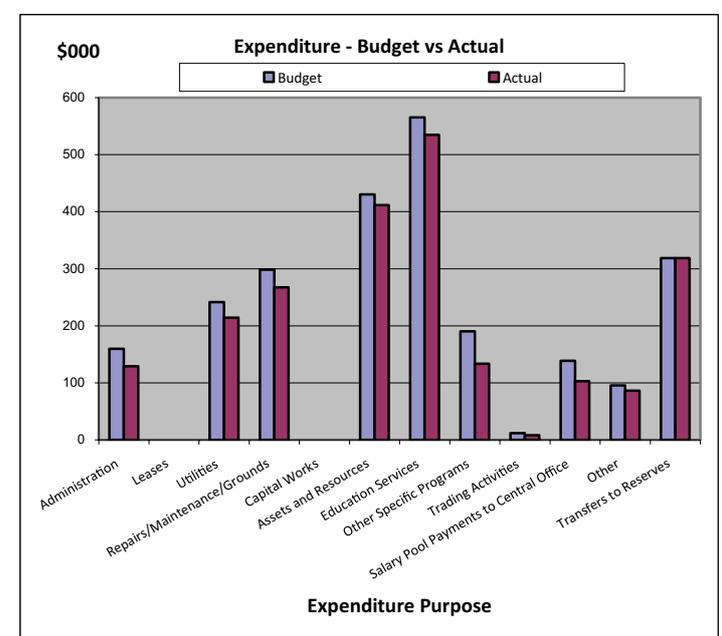
Provider  
School Based  
Music in Focus  
Program



	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 53,757.00	\$ 54,237.83
2	Charges and Fees	\$ 720,157.00	\$ 742,179.94
3	Government Allowances	\$ 76,395.00	\$ 54,775.25
4	P&C Contributions	\$ 17,969.00	\$ 17,969.34
5	Fundraising/Donations/Sponsorships	\$ 56,474.00	\$ 58,337.48
6	DoE Grants	\$ 849,830.00	\$ 878,154.51
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ 45,642.00	\$ 17,317.06
9	Trading Activities	\$ 8,237.00	\$ 8,264.56
10	Other	\$ 131,234.00	\$ 131,258.81
11	Internal Transfers	\$ 246,651.00	\$ 246,651.40
	<b>Total</b>	\$ 2,206,346.00	\$ 2,209,146.18
	<b>Opening Balance</b>	\$ 376,438.76	\$ 376,438.76
	<b>Total Funds Available</b>	\$ 2,582,784.76	\$ 2,585,584.94



	Expenditure	Budget	Actual
1	Administration	\$ 159,852.00	\$ 129,034.71
2	Leases	\$ -	\$ -
3	Utilities	\$ 241,452.00	\$ 214,267.69
4	Repairs/Maintenance/Grounds	\$ 298,265.00	\$ 267,395.47
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 430,251.00	\$ 411,382.28
7	Education Services	\$ 565,452.30	\$ 534,846.46
8	Other Specific Programs	\$ 190,379.70	\$ 133,590.93
9	Trading Activities	\$ 11,630.00	\$ 8,055.17
10	Salary Pool Payments to Central Office	\$ 138,841.00	\$ 103,040.00
11	Other	\$ 95,580.00	\$ 86,420.24
12	Transfers to Reserves	\$ 318,637.00	\$ 318,637.00
	<b>Total</b>	\$ 2,450,340.00	\$ 2,206,669.95



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 1,348,801.60</b>
Made up of:	\$ -
1 General Fund Balance	\$ 378,914.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 941,386.70
5 Suspense Accounts	\$ 39,238.56
6 Cash Advances	\$ 697.65
7 Tax Position	\$ 10,041.00
<b>Total Bank Balance</b>	<b>\$ 1,348,801.60</b>



# MELVILLE

SENIOR HIGH SCHOOL

Confident ♦ Innovative ♦ Successful

