

Annual Report 2016



MELVILLE
SENIOR HIGH SCHOOL



Confident Innovative Successful

An Independent Public School

Introduction

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2016 Melville Senior High School Annual Report to the school and wider community. We commend this report to you, noting that it makes extremely gratifying reading for anyone with an interest in our school.

Throughout 2016 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 civic (citizenship) domains. The headline academic data is reflected in the results of our Year 12 students who complete 12 or more years of primary and secondary education.

In 2016, both collectively and individually, our Year 12 students achieved outstanding results while completing the Western Australian Certificate of Education (WACE) and once again Melville SHS received a Director General's Commendation as a top performing public school. We received this recognition for: 95% WACE achievement (the like public school average was 91%) - under the new measures that includes OLNA; 100% Attainment; 100% Certificate II or III completion. We were ranked 14th for a public school recognising our median ATAR score of 80.5; two students achieved an ATAR of 99+ (the so called "99 Club"); one student received a General Exhibition for achieving the maximum ATAR score of 99.95; two students received a Subject Exhibition for achieving the highest examination mark in an ATAR course and four students were awarded Subject Certificates of Excellence for achieving in the top 0.5% of students in an ATAR course.

Finally, we were pleased to note 52% of our students received an ATAR of 80+ i.e. in the top 20% of the state. These results show us that our school is routinely able to graduate our students with a WACE and that these same students are well set up for entry into university, TAFE or the work place. This is something that we can be proud of as a school community, not only because it tells us that we are doing a great job with our students academically but it also suggests to us that Melville SHS is a worthy school of choice for our local and wider community.

Further to this excellent data, our Year 7 and 9 students, in national and state-wide standardised testing, exceeded state, like socio-economic schools and Australia-wide achievement averages in NAPLAN testing in literacy and numeracy. Indeed Melville students were ranked as the 14th best performing public school in the state based on their NAPLAN results. More importantly our students also showed significant improvement in performance from Year 7 to Year 9.

Students' cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Melville Arts and Technologies program. Throughout 2016, Arts and Technology students were involved in an Artist in Residence program, multiple exhibitions and in performances or competitions outlined in the Highlights sections of this report. The Board would like to particularly acknowledge the significance of having yet another student selected to exhibit their work in the 2016 Year 12 Perspectives, which is reserved for the most talented artists doing ATAR Art. When coupled with the success of the Arts and Technology Showcase (where almost every student in the school had work on display) and the ongoing achievements of the Swing Band, the Intermediate Concert Band, the Senior Concert Band, the Classical Guitar Ensemble and the Vocal Ensemble, our Arts and Technologies program is truly world class.

In terms of sporting successes our athletics team, in their third year in the A Division, placed a very close third and, for the third time in two years, won the Meritorious Shield for scoring the highest number of points as a ratio of student population size. This placement ranks Melville SHS as the third best athletics public school in the state! Our other major interschool sporting event was swimming and in 2016 our team improved their ranking in the B Division with a very credible third place, making us a top 11 swim school.

Our other sporting teams, including netball, basketball, soccer, AFL, touch rugby, cricket and volleyball proved competitive and had considerable success, winning through to championships at various levels within their respective codes. Indeed our Senior Boys Netball team won the champion school at the High Schools Cup competition.

In addition to school based achievements, we were also proud of the numerous individual student accomplishments at local, state and in the case of a number of students, the national level. These many successes illustrate not only the breadth and depth of sporting talent but they also illustrate that our co-curricular sports program is paying dividends in terms of student achievement and engagement.

Many of our students are involved in community service, both at school and externally. Perhaps the strongest demonstration of this commitment was our 2016 Student Council, who raised funds across the school for a variety of worthy causes, including our third World Challenge Expedition to Vietnam and Laos. We are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fundraising activities in and out of school time. More specifically, our signature Emergency Services Cadet Unit trained hard at school and in the field to represent Melville at ANZAC and Remembrance Day commemorations. They provided much needed support to local SES units and school-based events, where they always presented as proud ambassadors of our school.

In addition to the ongoing provision of academic and non-academic programs, 2016 was the second year of Year 7s in high school. This has resulted in a semester 1 enrolment of around 1,450 students for the second year in a row. The Year 7 students have adapted well to secondary school and have continued to contribute to our excellent achievements in the academic, sporting, cultural and citizenship domains. Melville SHS continued the adaptation of classrooms to better suit twenty-first century pedagogy, with ten more general purpose rooms being renovated to enhance teaching and learning. This leaves only four classrooms to complete in the 2017 first term holidays. The year also saw completion of Phase 2 of the \$2m toilet upgrade project that completely renovated the change rooms and added a new staff toilet block and a major renovation of the Health and Physical Education Office area. The teaching staff from this learning area are now housed in one office enhancing the communication and ability to work together as a team on teaching and learning programs. At the end of 2016, work also began on a

Year 12 ATAR High Achievers

General Exhibition

Jane Song

Subject Exhibitions

Mathematics Methods: Jane Song

Health Studies: Brittany Sanders

Certificate Of Excellence

Chemistry: Jane Song

Mathematics Methods: Jane Song

Mathematics Methods: Owen Stanley

Health Studies: Brittany Sanders

Melville SHS 99 Club

Jane Song 99.95

Owen Stanley 99.30

Melville SHS 95 Club

Ruth Bucad 98.50

Paul Omodunbi 98.45

Neisha Phipps 97.90

Brittany Sanders 97.55

Obada Al Quran 95.85

Certificate Of Distinction

Ruth Bucad

Imogen Hart

Brittany Sanders

Jane Song

Certificate Of Merit

Ploy Pailin Bishop

Danmarc Cristobal

Courtney Gaudio

Crystal Long

Kristina Njegovanvic

Paul Omodunbi

Neisha Phipps

Sophie Shipp

Owen Stanley

Alexander Stephenson



Successful

Whole School Report Years 7-10

new and expanded Student Services area to cater for the growing number of students and staff that are part of our all-important pastoral care programs that ensure we are meeting the Department of Education's brief of not only *High Performance* but *High Care*.

We would like to note that our achievements across the school are greatly assisted by having students who engage in their own learning program. We are proud to have polite, well-behaved, pleasant and highly motivated students who are prepared to 'have a go' and as a result, achieve outstanding success.

In closing, we note that our success as a school is greatly enhanced by a supportive School Board and a motivated, caring and talented staff. The Board would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging and rewarding of roles.

The quality of teaching and non-teaching staff, the links with our students, parents and wider community at Melville SHS is exemplified by being named as one of four finalists in the WA Education Awards as Secondary School of the Year in 2016. We also congratulate Ms Alison Blackwell for being granted a \$5000 'scholarship' by the Board to examine means for enhancing the teaching of Graphics and Visual Arts, which has reinforced our role as a leader in the regional secondary school community.

As a school, we embrace a culture of continual improvement and we look forward to 2017 being another highly successful year. If you would like further or more detailed information on school performance please don't hesitate to contact the relevant members of the school Executive Team.

Kind regards,

Phillip White

AM, RFD, BA, Grad Dip Ed, MEd (Man), psc
Principal

Paul Richards

BAPPSc, Grad Dip (Org Psych), MBA
School Board Chair

This section of the School report addresses Business Plan Priority 1: Academic Achievement in general and Foci 1.1 (Literacy and Numeracy); Foci 1.2 (Teacher Judgment Data); Foci 1.4 (Pedagogical Change); Foci 1.5 (Student Study Skills) in particular. It also addresses Foci 2.5 (Specialist Programs); 3.1 (Implementation of the Western Australian Curriculum); 3.2 (Sustaining Year 7s into High School) and 3.3 (Effective Uptake of ICT Among Staff and Students).

National Assessment Program Literacy and Numeracy (NAPLAN) (Business Plan Targets 1.1.1 - 1.1.5 and 1.1.7)

NAPLAN assesses students in all Australian schools in Years 3, 5, 7 and 9. Scores provided are an indication of student achievement and are expressed in band levels with the higher the band the higher the achievement level. In 2016 Melville SHS students in both Year 7 and 9 achieved well above DoE and like school averages in all NAPLAN test areas achieving Target 1.1.1 for both achievement and progress.

The percentage of students achieving at or below the minimum national standard (Band 1 to 5 - Year 7 and Band 1 to 6 - Year 9) at Melville SHS was significantly lower than DoE and comparable to like schools (see graphs), therefore achieving Target 1.1.2. Melville's commitment to improving literacy and numeracy results has been a constant focus and it continues to put programs into place in response to the needs of the student body in general and of any cohort in particular (achieving Targets 1.1.3 and 1.1.4). These strategies are evident through the work of the literacy and numeracy committees and the successful whole school initiatives that have been implemented by these two groups (achieving Target 1.1.7). Some of these strategies have included: targeting students at risk; extending higher performing students through the school's Gifted and Talented and Academic Extension programs; starting early test preparation in Year 7 and continuing through 8 to 10 and maximising information attained on prior tests to help focus on areas of weakness. Learning areas have continued to implement whole school literacy strategies, which continue to be emphasised across the whole school and are also being used in other schools



(Target 1.1.4). The Literacy Committee has once again conducted baseline testing to assess student writing strategies and is aiming to work on the delivery of refined strategies across the school during 2017 before measuring the success of these strategies.

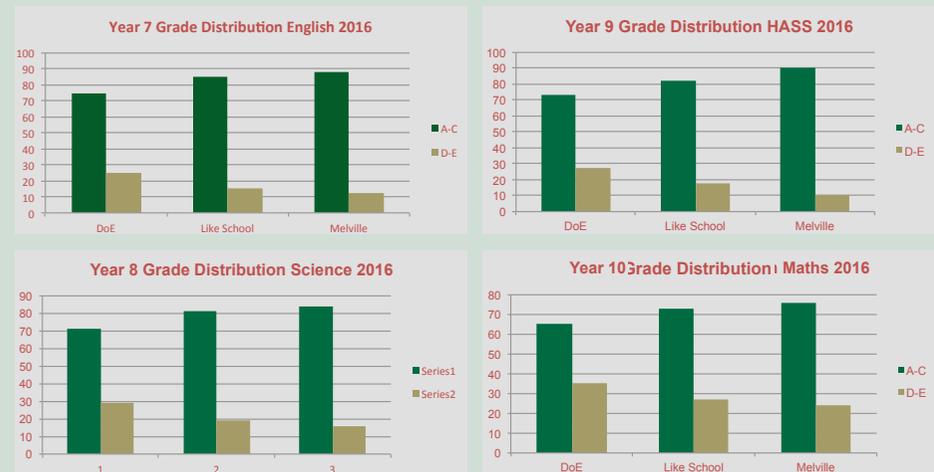
The results obtained from NAPLAN testing in Year 9 form the basis for focus strategies (achieving Target 1.1.5) for Year 10 to 12 Online Literacy and Numeracy Assessments (OLNA). The results showed an increasing number of students gaining OLNA qualification. This provides the school and its community with direct evidence that the strategies implemented through individual tuition, group intervention and whole-classroom strategies were successful. It is recommended that the literacy and numeracy committees continue to develop further whole school strategies and the

2015-2017 Business Plan continue to track the progress of student performance in NAPLAN 7 and 9, extending this to OLNA Year 10 to 12 (Target 1.1.5).

From our Year 9 NAPLAN testing in 2016, we have approximately 58% of our students who are not achieving Band 8 or above in all three areas of NAPLAN. Band 8 is used to pre-qualify students for OLNA testing (in reading, writing and numeracy). During 2016 the program of individual tuition was expanded to assist students in these tests (achieving Target 1.1.4) It is recommended that specific strategies are developed to assist students to move from Band 7 to 8, therefore pre-qualifying for OLNA. This is especially important in writing which is the weakest of all OLNA test areas.

Teacher Judgment Data (Business Plan Targets 1.2.1 - 1.2.2) and Student Study Skills (Target 1.5.1)

During 2016, school performance in Years 7 to 10 showed that students out-performed state (DoE) and in the majority of cases, in line with or better than like schools; noting that this continued from previous years. Also a higher proportion of Melville SHS students attained A or B grades and fewer D and E grades across Years 7, 8, 9 and 10 therefore achieving Target 1.2.1 and Target 1.2.2 for state and like schools (see graphs below). 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. Melville SHS students did have a higher proportion of D and E grades compared to like schools in 2016 and in particular across Maths and English. Whilst this data change is being addressed through strategies such as grade cut-offs, grade distribution, the reduction of "take home work" and external moderation, it is also important to note that formalised after school homework classes were recommenced for all middle school year groups in 2016 and were undertaken as a result of this observation. In addition, individualised/small group tuition for identified students was continued across Years 7 to 12 for literacy and numeracy targets. It is recommended that all of these strategies continue and that Heads of Learning Area work with like schools in ensuring comparability and moderation.

By Year 8, all of our classes are streamed into ability groups, giving students the best opportunities to build their knowledge and cater for individual learning needs in further preparation for senior schooling. While Melville SHS students are achieving at a higher level in comparison to state and in the majority of cases, against like schools throughout the Years of 7 to 10, it is recommended that the school's Curriculum Committee continue to refine streaming to ensure appropriate placement and revision of students on a regular basis.

The overall results are a clear sign that preparation for senior schooling is underway and is being further enhanced with formalised exams. It is a recommendation that each learning area continue to focus on pedagogical strategies that increase the number of students achieving A-C grades in Years 7 to 10, thereby ensuring students are maximising their potential and students at risk are being monitored with particular improvement strategies in place. This particularly applies to the need for learning areas to monitor the performance of identified groups within the school (ATSI, EAL, GAT and gender specific) and to modify strategies included in Target 1.2.3 as needed. In 2016 it was recommended that the Senior School preparation strategies implemented into

Year 10 throughout 2015, be further refined. The implementation of a whole-school study skills program, (achieving Target 1.5.1) through the use of the externally provided Elevate, continued in 2016 and had a direct result on building the capacity of students by providing the skills and scaffolding considered necessary for success in senior school pathways. It is recommended that during 2017 a review of the strategies and their success be quantified through the collection of student survey results as well as longitudinal tracking of senior school performance of the year groups that have taken part in the Elevate study skills program.

Pedagogical Change (Business Plan Targets 1.4.1 - 1.4.3)

During 2016 the school continued a targeted approach to improving pedagogy, particularly focusing on a program of Engagement and Instructional Strategies (achieving Target 1.4.1). Staff continued to be trained in Instructional Strategies and this was expanded with a large scale "shoulder to shoulder" professional learning program in the area of ICT use in the classroom. The school engaged NEXT Learning to provide individualised PL Plans for staff on the use of ICT in the classroom. Once staff were trained, they then facilitated professional learning for other staff in the strategies they had learnt. In 2016, 24 staff were provided with this professional learning and it is recommended that this continue into 2017.

For 2016, it was recommended that the school continue training staff to become self-sufficient in the delivery of Instructional Strategies (achieving Target 1.4.3). This training was completed for one staff member, who is now able to deliver the courses required for all staff at Melville and it is recommended during 2017 that this training takes place with all staff who have not completed any of the instructional strategies professional learning. To maintain this focus, it is a further recommendation that refresher courses occur with currently trained staff, if the above training is completed during the 2017 school year.

In 2016, Classroom Observation continued as a focus and was further expanded to be included in formal performance management plans for all staff. Line managers observed staff and

Year 12 Special Awards

provided formal feedback. This process was also supported by the already established practice of “peer to peer” observation and self-reflection through the use of SWIVELS and other recording devices. Melville SHS was recognised as a leading school in the area of classroom observation (achieving Target 1.4.2), and during 2016 became a host/demonstration school for the Institute of Professional Learning Classroom Observation courses. It is recommended that the classroom observation models continue through 2017 and be further embedded into the daily practice of all teaching staff.

Managing Curriculum Change (Business Plan Targets 3.1.1 and 3.2.1)

Curriculum change is continuing across schools as the Western Australian Curriculum (encompassing the Australian Curriculum Phase 1) continues to be implemented (achieving Target 3.1.1). During 2016, Melville SHS had the first group of Senior School students to have completed the new WACE. The results (outlined in the Senior School section of this annual report) show that this change was managed successfully. New curriculum in the area of HPE, HASS and Arts, Years 7 to 10 were implemented and reported on ahead of the full implementation time-line. Languages began this planning and it is recommended that the trial of new curriculum materials continue in these areas, therefore enhancing the learning experiences of all students at Melville SHS. In 2016 the school's Curriculum Committee met on a fortnightly basis to examine in detail curriculum, assessment and reporting at Melville SHS which has proven the school is well placed and appropriately resourced to continue successful curriculum delivery.

Further to this work at the school, Melville SHS continued to be part of the Rivers Network (made up of eight local primary and one other secondary school) co-ordinating shared moderation tasks between Years 6 to 8). Melville also took on the role as the lead school in successful moderation tasks and *Connect* groups for these year groups. These *Connect* communities shared teaching resources and assessment strategies across all the schools.

Dux ATAR
Dux VET

Jane Eunyoung Song
Chelsea Sweetman

Sam Hurst Memorial Award for Best Sportsman
Sam Hurst Memorial Award for Best Sportswoman
Male Sportsperson of the Year
Female Sportsperson of the Year

Kieran Peters
Kirsten Young
Christopher Ah Siu
Kirsten Young

Achievement Despite Adversity Award
P & C Citizenship Award
Caltex All-rounder Award
ADF Leadership and Teamwork Award
Cultural Award

Jake Pantinople
Jaimie-Lee Elliott
Zoe Spanghero
Kiarah Vincent
Chloe D'Agostino

Murdoch University Academic Excellence Award
for the Gifted and Talented Program
Murdoch University Gifted and Talented Ambassador Award
Personal Excellence Award
Curtin University Principal's Recommendation Awards

Jane Eunyoung Song
Connor Deaville
Darcy Harry
Savitha Cassius and
Alistair Lovelock



**GRADUATION
CLASS
2016**

In reviewing the progress of Year 7 students into the secondary school setting (achieving Target 3.2.1), Melville SHS continued its transition program that commenced in 2014. The school provided further activities for the Year 7s during break times and in term 4 of 2016 purchased four permanent table tennis tables to continue to encourage not only the Year 7 students but others to be active throughout the day. The homeroom program continued throughout 2016 and was reviewed and revised to include a digital literacy approach. It is recommended that this digital literacy program be fully implemented through the English LA in 2017.

Information Communication Technology (Business Plan Target 3.3.1)

Information Communication Technology (ICT) has continued to grow at Melville SHS with all students now part of "Bring Your Own Device" program (BYOD). With the introduction of more students to Melville SHS, further funds were spent on a wireless infill project, replacement and upgrades to the school server, to ensure "speed and connectivity" continued to improve. As outlined in the Pedagogical Change section of this report, Melville contracted NEXT Learning during 2016 to provide a shoulder-to-shoulder individualised professional learning program for six teachers per term. This has enhanced the skills and knowledge of a large body of staff across the school and it is recommended that this continue in 2017. Additional purchases were made on 3D printers and coding resources to support student learning in these areas.

Melville continued using *Connect* (a web-based software package provided by the DoE), which has enabled students and their parents all-hours access to course outlines and assessment programs, as well as student marks and grades. It has developed a standardised approach across the school to assist parents finding and accessing information regarding the teaching and learning program for their child. This communication of essential information between school, student and home has effectively become instantaneous and parents and students' uptake continues to improve. From this it can be seen that there has been widespread uptake of ICT among staff, students and indeed parents and we believe we are achieving Target 3.3.1.

Specialist Programs (Business Plan Target 2.5.1)

Melville SHS continues to offer students an array of pathways in the middle school years. We have continued our four state-wide accredited specialist programs specifically a Gifted and Talented Academic Education Program (GAT), Aviation Studies, Graphic Design Media and Netball (achieving Target 2.5.1). Each of these programs provides students with the opportunity to extend their special interest into their school curriculum and/or to accelerate their learning based on a particular academic aptitude. Throughout 2016 the popularity of these programs continued, with entry testing seeing in excess of 341 candidates testing for 2017 entry. The specialist program Teachers in Charge worked together in 2016 to develop a common good standing policy, envisaging it will add to the standard of communication received by parents. The Aviation, Music and Graphic Design Media programs continued to be supported by strong and active parent support groups. Each of these groups were involved in developing the good standing policy while also providing very welcome supplementary funding support.

Gifted and Talented Secondary Selective Entrance Program (GAT)

In 2016 our ninth class of Gifted and Talented students graduated successfully from the school achieving a median ATAR of 80.4 and the majority of students were offered entry to a range of universities of their choice including Melbourne University, the Australian National University, the University of Western Australia, Murdoch University.

Throughout their five years at Melville SHS, Gifted and Talented students have been provided with an array of extension courses, competitions and accelerated curriculum, which sees them well placed to succeed in their chosen school or university courses.

Of the 2016 graduating cohort (22 students), one student received an ATAR of 99.95 (the fifth highest ranking in the state), a General Exhibition (top 0.1% of the state) and a Subject Exhibition (top student in a subject) while another student received an ATAR of

Other Academic Highlights

99.5 and a Subject Exhibition. Three Gifted and Talented students received Certificates of Excellence and another three were awarded Certificates of Distinction. Of the 2016 Gifted and Talented cohort, 17 (77%) achieved ATAR scores that gave them their first preference into university with the remaining students achieving a Certificate II or higher having chosen to study at TAFE rather than university.

Due to increased numbers, the school specifically employed two Gifted and Talented Co-ordinators in 2016, with their duties divided between middle school and senior school. Staff training for the Year 7 to 10 Gifted and Talented Academic Select program included eight trained in specific Gifted and Talented GERRIC modules, one employed as a literacy specialist, one was involved with research into best practice in teaching Economics, one completed their Masters in Literacy, another was awarded their Level 3 classroom teacher accreditation and five were trained as part of the school's ICT strategy with one-to-one ICT Professional Learning.

In 2017 it is recommended that due to a number of retirements and mobility transfers of experienced staff, that new Gifted and Talented teaching staff undertake the GERRIC training. It is also recommended that graduating Gifted and Talented students should be surveyed on the successful strategies used in their classes for improving teaching and learning and that a more robust data base of their destinations be established. Finally, for 2017 it is recommended that greater recognition be given to Gifted and Talented students with an Awards Dinner, where achievements will be celebrated and acknowledged from Years 7 through to 12. In support of this initiative, it is also planned to establish a Gifted and Parents group in 2017.



Gifted and Talented Class	Year 7	Australian winners Word Mania competition
Jessica Bowater	Year 7	Second place in Shore Line Writers Festival
Nitya Tewari	Year 7	Prize in the Roland Leach Poetry
Dean Morris	Year 8	Awarded student scholarship to NASA
Dean Morris	Year 8	Finalist <i>LittleBIGidea</i> young inventors' competition
Dylan Chua-Limargana	Year 8	Prize winner 2016 Australian Olympiad
Nicholas Brown	Year 9	First Australian Geography Competition
Interschool Debating Team	Year 9	Winners
Kaden Gallant-Harvey	Year 9	Robotics World Tour USA Participant
Mina Wallis	Year 10	Published in Primo Lux
		Winner of a Roland Leach Poetry prize
Bariq Harb	Year 11	Youngest student to gain his Private Pilot's License
Ashley Ure	Year 11	Won Statewide Robocup - dance section
Morgan Ure	Year 11	Won Statewide Robocup - dance section
Cian Butler	Year 11	Achieved top 7% in USA American School Scholastic Assessment Test
Thomas Ayoub	Year 12	Attained his Private Pilot's License
Ms Xan Ashby (English Teacher)		Winner of the Open Division Shore Line Writers Festival

Whole School Report Years 11 and 12

The Senior School report addresses Business Plan Priority 1: Academic Achievement in general and targets 1.1.5 (OLNA): 1.1.6 (English Language Competence): 1.3.1 (WACE Completion): 1.3.2 (Median ATAR): 1.3.3 (Attainment Rate) and 1.3.4 (Certificates of Distinction and Merit) in particular.

Western Australian Certificate of Education (WACE) Completion Rate (Business Plan Target 1.3.1)

It was anticipated that there would be a decline in the school's so-called graduation rate with changes to the way WACE (or Graduation) was determined in 2016. These changes included the requirement for students to demonstrate achievement of Literacy and Numeracy Standards through either NAPLAN 9 or via the Online Literacy and Numeracy Assessments (OLNA). All students at Melville SHS met the requirements under the new WACE except for five students in the writing component and two students in numeracy. With this in mind, the 2016 Melville SHS Graduation (WACE completion) rate of 95.2% was slightly higher than we anticipated, well above the state average of 91% and very close to our like school average of 96% (partially achieving Target 1.3.1). To improve our WACE completion rate in 2017 it is recommended that the school continue to use the one on one and small group tuition model that it has developed to work with students identified as 'at risk' of not gaining WACE due to OLNA requirements.

To achieve WACE, a student must also satisfy English Language Competence, which is based on achieving an A, B or C grade in their Year 12 English course work. 100% of Melville students achieved this important benchmark, thus achieving Target 1.1.6.

It is noted that the School Curriculum and Standards Authority recognise Melville SHS as a leading school for improving the literacy and numeracy achievement rate of its students given the significant number of students who have an English as a Second Language background.

WACE Achievement 2012 - 2016		
Year	Eligible Year 12 Students	Percentage Achieving WACE
2011	121	100%
2012	150	100%
2013	163	100%
2014	85	100%
2015	155	100%
2016	147	95.2%

Tertiary Entrance and Median ATAR (Business Plan Target 1.3.2)

Out of 147 Year 12 Melville SHS students, 64 (44%) took part in the Western Australian Certificate of Education (WACE) ATAR exams. The students who applied for tertiary entrance from this group had a median Australian Tertiary Aggregate Rank (ATAR) of 80.55 (see next table). Altogether 63 (99%) of our students applying for university entrance received an ATAR high enough to get into university by direct or "front door" entry. The 2016 Year 12s exceeded the median ATAR average of both state and like schools satisfying the requirements of Target 1.3.2.

Median Australian Tertiary Admissions Rank 2012 - 2016			
Year	School	Like School 1	State 2
2012	76.4	70.8	75.9
2013	78.7	69	75.3
2014	73.23	73.3	75.6
2015	78.7	76	76.3
2016	80.55	77.8	78.2

So called 'front door' entrance into university not only requires the appropriate ATAR score but it also requires students to satisfy the conditions for achieving a WACE (see earlier) and for a student to achieve a scaled score of greater than 50 in an ATAR English exam.

Arts Highlights

While in 2016 we were encouraged to see a slight decrease in the number of students not achieving a scaled score greater than 50 in their English ATAR exam, there are still more students failing their ATAR English exam than we would like. Accordingly it is recommended that in 2017, the English learning area continue to work on embedding into classroom practice the exam preparation strategies taught to all students in the whole school Elevate program, develop effective moderation strategies, ensure that the Middle School English curriculum better prepares all students for Senior School exams and that school revision seminars are extended into Year 11.

Overall the 2016 Year 12 students achieved outstanding results in their ATAR exams.

- Two students (3%) received an ATAR greater than 99 (i.e. in the top 1% of the state)
- 5 students (11%) received an ATAR greater than 95 (i.e. in the top 5% of the state)
- 17% of students received an ATAR in the 90s (i.e. in the top 10% of the state)
- 52% received an ATAR greater than 80 (i.e. in the top 20% of the state)
- 87% received an ATAR greater than 70 (i.e. in the top 30% of the state)
- One student achieved the maximum ATAR score of 99.95 and was fifth best performing student (public or private) in the state.
- Five students (3%) received a state wide Certificate of Distinction (named on page 3)
- 10 students (7%) received a Certificate of Merit (named on page 3)

The total of 10% of students receiving a Certificate of Distinction or Merit satisfies target 1.3.4.

Awards

Carla Genovesi Year 12

Perspectives at WA Art Gallery
People's Choice Melville City Council Arts
Young Originals

Neisha Phipps Year 12

St George's Art Exhibition winner sculpture section
Southern Perspectives

Savitha Cassius Year 12

People's Choice Award City of Melville Art Awards
Finalist in City of Fremantle 25 under 25

Kaela Gibb Year 12

ECU Film and Video Short Course
Black Swan Portraiture Youth Finalist

Chrystal Long Year 12

Metamorphosis

Levi McComb Year 12

Metamorphosis

Tahlia Eglington Year 8

Winner Atwell Youth Art Award

Ashley Simpson Year 7

Young Originals

Events

Cristana Marinas and Chloe D'Agostino donated work to Maze of Story auction and Sculpture Awards

Arts Week

Soloist Night Concert

South of the River Dance Festival

Artist In Residence School Murals

Stockland Community Mural Bull Creek Shopping Centre

Artometry concerts and exhibitions

Mould Making and Casting Masterclass

Performing Arts Variety Show Dance & Drama

Music By Night Concert

Music Brunch

Western Australian Schools' Jazz Festival

Western Australian Schools' Concert Band Festival

WA Classical Guitar Ensemble Festival

WA Government Schools Music Society

In addition to Certificates of Distinction or Merit, three students, Jane Song, Owen Stanley and Brittany Sanders received a School Curriculum and Standards Authority Subject Certificate of Excellence for Chemistry (Jane Song), Mathematical Methods (Jane Song, Owen Stanley) and Health Studies (Brittany Sanders) for ranking in the top 0.5 of all candidates, with both Jane Song and Brittany Sanders receiving the Subject Exhibition as the top student in the state in Mathematical Methods and Health Studies respectively. Jane Song (school Academic Dux) received the maximum ATAR score of 99.95 and Owen Stanley received 99.30, gaining entry into the state's exclusive "99 club". An additional five students; Obada Al Qaran Alziyadat, Ruth Bucad, Paul Omodunbi, Neisha Phipps and Brittany Saunders, achieved an ATAR greater than 95 and were therefore inducted into the Melville SHS 95 Club together with Jane and Owen.

Three Year 12 ATAR courses at MSHS had the highest performing students across the state: English as an Additional Language or Dialect (ELD), Health Studies and Mathematics Methods. Seven of our Year 12 subjects had a WACE exam mark higher than the Department of Education state and like schools: Chinese as a First Language, Chemistry, Health Studies, Mathematics Applications, Mathematics Methods, Media Production and Analysis and Visual Arts. Finally, one subject (Music) exceeded like school average while Economics, English as an Additional Language/Dialect and Human Biology exceeded State (DoE) average.

While the school median ATAR of 80.55 meets the Business Plan target of 1.3.2 and the percentage of students achieving an ATAR score of 80+ (52%) is outstanding, the number of students (15 or 23%) receiving a scaled score of 75+ in one or more course is slightly lower than previous years (see next table). It is therefore recommended for 2017 that the school:

- continue to develop strategies that assist students in gaining maximum ATAR scores by ensuring exam preparation strategies taught to all students in the whole school Elevate study skills program, are embedded into the classroom practice of all learning areas

- continue to focus on individual goal setting for students
- extend access to exam revision seminars into Year 11 and
- increase the FTE of the school psychologist to allow a greater focus on ATAR student well being.

With this clear exam focus in mind it is anticipated that the school will continue to improve the ranking of 14th best public school and 52nd best public or private school.

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

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2012	77	13	17%
2013	67	17	25%
2014	37	5	14%
2015	95	25	26%
2016	64	15	23%

Note:

1. 'Like School' calculations are the average median ATAR for all schools in each school's like ICSEA (socio-economic) grouping.
2. 'State' is the median ATAR for all public school students.
3. 2014 was graduation year of the so called 'half-cohort'.

Attainment Rate (Business Plan Target 1.3.3)

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 2016 Melville, achieved an outstanding Attainment rate of 100% (achieving Target 1.3.3) which was the equal highest attainment rate in the state.

Vocational Education (Business Plan Target 1.3.1 and 1.3.3)

In 2016, 134 Year 12 students (66%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 101 students (99.4%) completed a Certificate II or higher.

Year 12 Participation in ATAR and/or VET Courses							
Year	Eligible Year 12s	Number acquiring an ATAR		VET			
				No. in a Cert II or higher		No. completing a Cert II or higher	
2010	116	65	56%	76	66%	48	41%
2011	121	58	48%	88	73%	33	27%
2012	150	77	51%	124	83%	119	79%
2013	163	67	41%	127	78%	126	99%
2014	85	37	44%	65	76%	63	97%
2015	155	95	61%	102	66%	101	99.4%
2016	147	64	44%	134	88%	134	100%

Retention

Student retention and progression rates reflect effective counselling of students into appropriate schooling and other training options, as well as the growth of the school at non-traditional entry points. A number of students choose to leave school before they complete Year 12 when they are successful in gaining Vocational Education and Training placements in off-site locations and other educational opportunities (see the Years 10 to 12 retention rate in the following table). This data suggests that we are achieving our school vision (and indeed our 'purpose') of providing strong academic and vocational pathways for our senior school students as they make the successful transition from late adolescence to early adulthood. Significantly the 2016 Year 11 to 12 retention rate of 86% shows a stabilised trend and supports the evidence shown elsewhere that we are increasingly realising our vision of becoming 'the school of choice for the local and wider community'. It is recommended for 2017 that Melville SHS look at reasons other than exiting IEC

students, for the drop in retention rates across Years 8 to 12 and, if necessary, implement strategies to ensure increased retention of these students.

Apparent Retention and Progression Rates (%) 2013 - 2016					
	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2013	127%	94%	74%	92%	86%
2014	114%	113%	77%	77%	83%
2015	102%	86%	67%	77%	88%
2016	97%	76%	66%	87%	86%

Note: the decline in 8-12 retention since 2013 (with the exception of 2014) is due to "out of boundary" Intensive English Centre (IEC) students no longer progressing from their completion point of the IEC at Melville SHS.

Summary

the Year 12 students achieved outstanding success as a cohort and individually both in the ATAR and the VET areas of study. Collectively they achieved:

- One General Exhibition
- Two Subject Exhibitions
- Four Subject Certificate of Excellence
- Two students in the state's '99' Club;
- One student received a perfect ATAR score of 99.95 (the 5th highest score in the state)
- Seven students in the school's '95' Club
- A 95.2% WACE (graduation) rate (achieving Business Plan target 1.1.6 and partially achieving Business Plan target 1.3.1)
- A median ATAR of 80.55 (achieving Business Plan target 1.3.2)
- A 100% Attainment rate (achieving Business Plan target 1.3.3)
- 100% VET Certificate Completion (contributing to achieving Business Plan target 1.3.3)
- Five students received a School Curriculum and Standards Authority Certificate of Distinction (contributing to achieving Business Plan target 1.3.4) and
- 10 students received a School Curriculum and Standards Authority Certificate of Merit (contributing to achieving Business Plan target 1.3.4).

Intensive English Centre

The Intensive English Centre's focus and targets reflect those articulated in the Melville Senior High School's Business Plan around literacy and numeracy (Business Plan Foci 1.1). This shared vision is realised through quality curriculum delivery, adherence to student engagement strategies, support of staff in the work environment and curriculum management and implementation.

English as a Second Language (ESL) education, Phase 1, is tagged as the first twelve months of an on arrival student's education and is delivered within the IEC at Melville SHS. Students remain in this school, which provides a full curriculum and preparation for mainstream curriculum requirements and in particular NAPLAN and OLNA preparation and are then exited to their local school. A number of these students remain at Melville and move into the mainstream program where many of them have achieved considerable success in ATAR courses (for example a former IEC student, Jane Song, was the school 2016 ATAR Dux, achieved a perfect ATAR score of 99.95 and received a General and two Subject Exhibitions). The Phase 2 program is delivered in mainstream classes and meets the curriculum requirements of secondary schooling, in conjunction with a continuation of ESL support for a further two years.

Student language progress during Phase 1 is assessed against the indicators articulated in the Western Australian EAL Progress Map. This progressive scale recognises that the time required for an ESL student to acquire full English competence can take up to seven years. The scale categorises student learning into four Levels: Beginning (Levels 1 & 2), Developing (Levels 3 & 4), Functional (Levels 5 & 6) and Competent (Levels 7 & 8).

Context For This Report

- 2016 Transition students were streamed into two exiting classes - T1 (highest English ability) and T2 (middle/lowest English ability)
- Some students in T2 are limited schooling, therefore entitled to two years of English within the IEC. These students traditionally take the longest time to acquire language competence and are at highest academic risk
- Students graduate every semester, once they have completed their time. In 2016, 38 students exited in Semester 1, and 34 students exited in Semester 2 (some students were offered extra time because they had not achieved the target 3 - 4 EAL Progress Map Level

Data And Result Summary 2016 Semester 1 And Semester 2		
	Percentage of student reaching level 4+ Semester 1	Percentage of student reaching level 4+ Semester 2
Reading	63%	79%
Writing	58%	59%
Speaking	61%	68%
Listening	61%	88%

Analysis

Generally, results are pleasing with students performing according to expectations across the two transition classes. Scaffolding student learning has been a high priority with specific focus being on phonemic and graphemic awareness, sentence and paragraph construction using the strategies advocated (and more) through the whole school literacy committee, using connectives, genre writing, developing comprehension skills from literal to inferential in both fiction and non-fiction texts and so on.

Some students pick these skills up quickly and are able to emulate the modelled language. Even though these students have completed their IEC time, it is recognised that they will need continued ESL support in mainstream schools and will be at significant risk of not achieving WACE graduation if this is not provided.

As stated, other students need more time and much more scaffolding. Those students who do not achieve level 4 or above are deemed to be at significant risk of not passing either NAPLAN or OLNA testing conducted in mainstream. Unfortunately, the system's policy does not allow for students to continue within the IEC beyond their time, hence, the need for solid scaffolding at the Phase 2 Level and within mainstream classes to empower all teachers to support these students. In 2016, the Melville SHS IEC implemented a reception class for new arrivals but found that this group of students shrank in number from 2015 with changing migration patterns and the reduction of students coming into the IEC linked to their parents working visa.

It is recommended for 2017 that the IEC remove the reception class and work closer with the mainstream staff for students who have recently exited the IEC. It is further recommended that school employ a staff member from the IEC to become part of the school's tuition team for OLNA preparation for at risk students from an ESL background.



The School Sustainability report addresses Business Plan Priority 2: School Sustainability in general and Foci 2.1 (Student Population); 2.2 (Co-curricular Engagement); 2.3 (Student Well-being) and 2.4 (Staff Well-being) in particular.

Student Numbers (Business Plan Target 2.1.1)

It is pleasing to report that in 2016 there was further clear evidence that we are realising our vision of becoming 'the school of choice for the local and wider community'. This can be seen through the steady increase in the student population that has risen from 988 in 2012 to 1400 in 2016 and 58 extra from 2015 to 2016. In managing this increase we have unsuccessfully tried a number of strategies to cap the Year 7 enrolments at around 220, while allowing growth in student numbers as required at less traditional entry points in Year 8, 9 and 10. While the resulting figure of 1400 is higher than the Business Plan target of 1300 (achieving Target 2.1.1) when the plan was written, we considered that a larger population (certainly up to 1350) was both manageable and achievable.

As can be seen, we have exceeded our expectations and in 2017 we will need to again try and cap the Year 7 enrolments at around 220. This will allow the overall population of the school to reduce by around 20 to 30 students, thereby relieving some of the rooming pressure we have been experiencing throughout 2016.

It needs to be noted that the churn created by the highly competitive educational environment in which we operate (likely to become more so when Fremantle College opens in 2018), makes capping numbers an imprecise process and realistically it can be anticipated that we will have a student population of 1350 to 1400 for the foreseeable future. While we do not anticipate any room for further growth beyond around 1400 students without a significant injection of outside funding for additional buildings, we also believe that while a student population of perhaps 1300 to 1350 would be preferable, 1400 students is a manageable number.

Student Numbers at Melville SHS 2011- 2016:

	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	IEC	IFPS
2016	1400*	243	216	235	213	215	146	85	47
2015	1342*	219	231	225	219	186	157	62	43
2014	1001*		197	214	207	186	83**	64	50
2013	974*		204	200	215	108**	166	81	***
2012	988*		191	203	109**	224	174	87	***

* These figures are based on the Semester 1 Census enrolment total which has become a very significant figure since the introduction of the student centered funding model in 2015.

** This is the half cohort year group.

*** This information is currently not available for 2012 and 2013. Accordingly The IFPS numbers are included in the Year 8 - 12 and IEC data.

In planning to cater for our increasing student and staff population and as part of our school sustainability propriety (especially foci 2.1, 2.3 and 2.4), a number of building and works programs continued around the school throughout 2016 to improve the built environment. This work included extra seating in the yard, an extension to the Health and Physical Education office to accommodate additional staff and a major refit of the science laboratory preparations areas to provide better spaces for the preparation that goes into student science lessons.

Furthermore, additional staff car parking has been built and renovations were carried out on four of our older demountable buildings including the fitting out of a small kitchenette in one that will be used to house the RISE (SAER) program. Finally, a major renovation to the Student Services area to cater for the increased pastoral care needs of our students began in late 2016 and will be completed in early 2017. Future building projects will include the possibility of a fully self-funded major refurbishment to the school administrative area and a joint government and school funded performing arts theatre.

Student Attendance (Business Plan Targets 2.3.1 and 2.3.2)

As can be seen in the table below, the continued promotion of the "It's not OK to stay away" campaign throughout 2016 coupled with the implementation of a series of new initiatives targeted at the 70 to 90% attendance category saw Melville SHS again achieve an average attendance rate of 91.9% which was well above the state average of 87.7% and equal to 'like' school average of 91.9% [achieving Target 2.3.1(a)]. The percentage of students attending regularly at Melville SHS was 74.5% during 2016 compared to a state average of 62.0% therefore achieving Target 2.3.1(b). The school average in 2016 was a small reduction from the 76% achieved in 2015 and it is recommended that in 2017 the school further expand its Student Services capacity by appointing a level 3 Program Co-ordinator position to manage Years 7 to 9 (Middle School) and a like-position to manage Years 10 to 12 (Senior School).

Average School and Year Group Attendance Rates 2012 - 2016:

Melville SHS	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Melville Average	State Average
2012		92%	90%	91%	90%	91%	90.8%	87.6%
2013		92%	88.7%	88.5%	88.5%	90.7%	90.1%	87.4%
2014		91%	89%	88%	91%	89%	89.9%	86.9%
2015	93%	93%	90%	90%	91%	92%	91.7%	87.9%
2016	93%	91%	92%	90%	93%	92%	91.9%	87.7%
State 2016 Average	87.7%	88%	87%	86%	87%	88%		87.7%

During 2016 the Student Services team continued to implement initiatives in support of students attaining close to or greater than the 90% ('Regular') attendance rate considered important for success at school. An electronic based recording system for Attendance (Academy) remains in use for all students, which significantly improves the accuracy and timeliness of attendance reports. All of the year co-ordinators highlighted the key messages regarding

attendance at their weekly assemblies and reward activities were continued for those students with high levels of attendance. It is a recommendation for 2017 that Year Coordinators continue and refine the strategy of making it known to students and parents what their child's attendance rate is and of implementing personalised attendance plans where attendance falls below 90% attendance.

In 2016 Melville had 46 Aboriginal and Torres Strait Islander (ATSI) students, representing about 3% of our total student population. While this is a relatively small number, over the past five years the school has both closely monitored the attendance of ATSI students while implementing attendance improvement plans. In doing this we have continually identified concerns about the low attendance rates (75.9% in 2016, a decrease from 76.5% in 2015) of this group of students. Recognising that our challenge is complicated by variables beyond our control (such as high transience and school refusal rates), strategies that have been implemented throughout 2016 including home visits, homework classes and individual attendance plans. While we have satisfied the requirements of Target 2.3.2 it is recommended that in 2017 further ideas are developed to improve this situation - ideally in conjunction with the close involvement of students, parents and the wider community.

A World Class Educational Experience in a Safe Supportive Learning Environment (Business Plan Targets 2.2.1 and 2.3.3)

At Melville SHS we seek to provide students with a world-class educational experience by providing the opportunities for intellectual, physical, creative and social development through high quality-teaching and strong pastoral care relationships. In addition to offering a comprehensive curriculum, Melville seeks to enhance student health and well-being through active involvement in co-curricular (out of school) activities that complement intellectual development in the classroom (see Target 2.2.1), as well as providing a supportive and caring pastoral care program that fosters a sense of equity, inclusivity and respect by providing a range of programs that address general student health and well-being (see Target 2.3.3).

Sport Highlights

School Sport WA Representatives

Connor Deaville	Year 12	Cross Country
Ava Robson	Year 7	Netball 12s
Cullen Dans	Year 12	Swimming
Kieran Peters	Year 12	Swimming
Lissy Featherstone	Year 9	Women's Rowing
Ms Sue Gerrard	State Coach	Netball 15
Mr Wayne Brooks	Assist. State Coach	Cross Country
Ms Kylee Coonan	State Coordinator	Cross Country
Ms Kylee Coonan	Field Manager	Track and Field

State Teams

Sean Beck	Year 8	13s State Swimming Champs
		Gold 200m butterfly and Bronze in 200m backstroke
Tamila Andreeva	Year 10	Australian team Synchronized Swimming
Celeste Johns	Year 8	National Synchronised Swimming Championships
Anneka Bodt	Year 9	Women's National Wheelchair Basketball
Kady Sherwood	Year 9	State representative National Dragon Boating
Tynan Sherwood	Year 7	State representative National Dragon Boating
Basil Thomas	Year 10	AFL Umpire of the Year - Demon District



School Highlights

Interscholar Athletics	Meritorious Shield (A Division) and third overall
	Danielle Wardle Year 7 Champion Girl
	Danielle Titoko Year 9 Champion Girl
	Megan Hooper Year 11 Champion Girl
	Joe Hart Year 9 Runner-Up Champion Boy
Interscholar Swimming	Third in B Division
	Amelie Prinsloo Year 7 Runner Up Champion Girl
	Sean Beck Year 8 Runner Up Champion Boy
	Ben Hopkinson Year 11 Champion Boy
	Kieran Peters Year 12 Champion Boy
Hayden Hopewell	Year 9 Secondary Gold Champion
Senior Boys Netball	Interscholar Grand Final Winners
Lightning Carnivals	Year 10 Girls Netball first place
	Year 10 Girls Basketball first place

Staff

Throughout 2016, 121 different co-curricular excursions were conducted involving 6105 students (achieving Target 2.2.1). Excursions ranged from Netball teams touring the South West of WA, Outdoor Education kayaking expeditions on the Swan River, Art students attending the Sculpture By the Sea exhibition, our annual team of debating students competing at Rossmoyne, Willetton or Iona etc and our third World Challenge Expedition to Vietnam and Laos. There was a continuing increases in the number of students involved in our interschool sports program, with sporting teams competing in AFL, athletics, basketball, cross country, hockey, netball, rugby, soccer, swimming (third in B Division), touch rugby and cricket teams. Yet again another highlight of our sporting successes for 2016 was the fabulous result of coming third in the A Division Interschool Athletics, making us a clear third best athletics school (narrowly missing second place by eight points) in the state and beating a number of schools that are twice our size.

Melville SHS continued to offer a wide range of programs aimed at addressing student health and well-being issues (achieving Target 2.3.3). Many of these programs, run in conjunction with Student Services and the HPE team, are now well and truly part of the school calendar and continue to grow in their successes. Formally and informally, they delivered programs across the whole year addressing mental health, managing grief, stress and loss (including "Rainbows"), bullying and building positive relationships, cyber safety - (student and parent forums), road safety (including the "RYDA" and "BSmart" Driver Awareness programs for Year 10 students), sexuality (including "Talking Realities" with Year 9 students), puberty and reproduction, contraception and sexual relationships, sexually transmitted infections, alcohol and drugs (including "Risky Business" and guest speakers), orientation programs for Year 7 students, reward excursions (such as Splash City and Adventure World with Years 7 to 9 students), a Dinner Dance for Year 10 students and of course the Ball for Year 11 and 12 students. The HPE program co-ordinated Health Week for the whole school. It is a recommendation for 2017 that these programs continue, while adding a number of other regular reward programs to support students in achieving regular attendance.

There were 161 full and part-time staff on site at Melville SHS in 2016 comprising 118 teaching staff (107 full time equivalent, or FTE, positions) and 54 support staff (42.5 FTE positions) a slight increase from 2015. Among the teaching staff there are five Level 3 classroom teachers and 39 senior teachers representing approximately 36% of the teaching workforce. This Increase in total workforce numbers is part of a managed workforce plan spanning the life of the 2015-2017 Business Plan.

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

Teacher Qualifications	
Teacher Qualification	Number of staff*
PHD	0
Master's Degree	22
Bachelor Degree with Honours	7
Graduate Diploma	70
Bachelor Degree	90
Diploma	34
Certificate III	10
Certificate IV (Workplace Assessor)	41

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

The number of staff holding a Certificate IV in Workplace Assessor has stabilised at around 41. With the increasing popularity of students choosing pathways that are a mix of ATAR and Vocational qualifications at Melville SHS, this qualification is necessary to deliver the increasing number of Certificate II and III courses now on offer as part of our senior school "Pathways" program.

Melville Senior High School recognises the importance of building quality future teachers for the profession. In 2016, over 34 practice teachers worked with our experienced staff across every Learning and Management Area in the school.

Community Survey 2016 (Business Plan Targets 2.1.2 and 2.4.1)

In term 3 and 4 of 2016, Melville SHS conducted a school survey of staff, parents and students designed to measure satisfaction levels across a range of areas considered relevant to effective education. The survey which is known as the National School Opinion Survey was introduced by the federal and state government in 2014 and it is mandatory for all schools to complete every two years.

The data collected from this survey enables the school to measure the level of staff, student and parent satisfaction in relation to the quality and effectiveness of the education being provided to all students at Melville. Furthermore, this data directly informs whether the school is achieving the specific targets (2.1.2 and 2.4.1) outlined in the 2015 - 2017 Business Plan that pertain to staff, parent and student satisfaction levels.

The results of the survey were very pleasing and confirm that:

- In 96% of statements for staff, 91% of statements for parents and 90% of statements for students, strong support was shown for positive comments about Melville SHS, which clearly indicated achievement of Business Plan target 2.1.2.
- In 100% of statements staff showed strong support for positive comments about job satisfaction and well-being and clearly indicated achievement of Business Plan target 2.4.1
- 95% of students showed strong support for the statement 'my teachers are good teachers' and 'I feel safe at this school' while 92% of students showed strong support for the statement 'students like being at this school'.
- While showing strong support overall, students generally showed slightly lower levels of support for positive comments about the school than parents and staff.
- While showing strong support overall, parents returned the

ANZAC Day
NAIDOC Week
Melville SHS - Finalist of the Most Outstanding Multicultural Program (AFL School Ambassador Award)
Chinese New Year
Harmony Week
Anneka Bodt Year 9 Finalist in WA Youth of the Year Awards
Trey Lukacich Year 11 AIME Ambassador

Other Highlights

Melville Senior High School - nominated as Finalist in WA Education Awards Secondary School of the Year
Ex Student Meg Rodgers (2011) - WA Volunteer of the Year 2016
HASS Canberra Trip

Community

Three students attended the Quiet Lion Tour to Thailand in conjunction with Melville Rotary
Women In Leadership - hosted Sharyn O'Neill, Natalie Medhurst & Dr Sue Gordon
World Challenge Expedition to Vietnam and Laos

lowest levels of support for the statement relating to 'my child's learning needs are being met at this school' with 80% of parent's indicating support for this statement.

- While showing strong support overall, staff returned the lowest levels of support for the statement 'the school takes staff opinions seriously', with 79% of staff indicating support for this statement.
- While showing strong support overall, students returned the lowest level of support for the statement 'student behaviour is well managed at the school' with 73% of students indicating support for this statement.

Business Plan Target 2.1.2

Specific Target	Staff	Students	Parents	Average	Target Achieved (Y/N)
75% + satisfaction rate for 80% of positive statements about the school	96%	90%	91%	92%	Yes

Business Plan Target 2.4.1

Specific Target	Staff Response Data	Target Achieved (Y/N)
75% + satisfaction rate for 80% of positive statements relating to staff well-being and job satisfaction	100% (or all 11) of the statements relating to staff job satisfaction and well-being scored higher than the 75% satisfaction rate outlined as a target in the Business Plan	Yes

From the evidence shown in the above tables, it can be seen that the school has achieved Business Plan Targets 2.1.2 and 2.1.4.

Based on the survey results, the following decisions have been made (see a full copy of the report on the school website):

- Further feedback will be sought from students on their perceptions of the school's behaviour management processes, as well as their suggestions for improvement. This will complement the full review of the school BMIS (now referred to as the Student Engagement Policy) conducted in 2015, which has seen a revised BMIS/student engagement processes implemented throughout semester 2, 2015 and more significantly, 2016.
- A flow-chart summarising the steps taken to manage student behaviour will be laminated and placed in all classrooms to build a shared understanding amongst all staff and students and to clarify any misunderstandings.
- In set weeks of each term, all teachers will send home Letters of Commendation to re-enforce positive student behaviour and/or Letters of Concern to communicate areas identified for student improvement.
- All staff have completed the feedback activity 'Making Melville a better school - Strategies for Improvement' which aims to acquire specific feedback on school improvement strategies relating to the statements receiving the lowest show of support in the 2016 National School Opinion Survey.
- Student and staff health and well-being will continue to remain a strong focus of Business Plan 2018-2020, with identified strategies being implemented across the school to promote this important priority area.
- The school community survey will be conducted again in 2018.
- When the community survey is conducted in 2018, questions will be restricted to those mandated by the federal and state authorities, possibly with a small number of targeted questions (such as ICT, canteen usage, staff well-being etc.) used to gather Melville specific data.

Annual One-line Budget and Capital & Minor Works Report

The Annual One-line Budget and Capital and Minor Works Report addresses Business Plan Priority 4: Emerging Issues in general and Target 4.2.1 (Student Centred Funding) in particular.

School Budget

The 2016 Student Centred Funding model (SCFM) provided a base allocation of \$8717 for students in Years 7 to 10 and \$9372 for students in Years 11 and 12. The school also received funding based on student characteristics such as disability, aboriginality, English as Second Language and social disadvantage.

The introduction of the SCFM has enabled Melville SHS to move towards a more flexible one-line budget that allows the school to make evidence-based decisions regarding the amounts allocated to the cash and staffing budgets.

The school contingencies budget, used for the day-to-day running of the school, has an income or revenue account (shown as "Revenue-Cash" in the table on page 23), an expenditure account (shown as "Expenditure" in the table on page 23) and balance accounts (largely comprising the school's asset replacement reserves and school building fund, shown as the "Cash Position" in the accompanying table on page 23).

As can be seen from these graphs and tables, in 2016 Melville had a one-line budget of \$19,565,990 with the great majority of \$15,052,892 allocated for staff salaries and \$4,513,098 for cash contingencies with \$2,080,000 of this for planned Capital and Minor Works (a component of "Buildings Property and Equipment" shown as item 4 in the Expenditure table on page 23).

The ability of the school to plan and then move cash from one component of the budget to another is one of the great flexibilities made possible by the IPS one-line budgeting process. In the four years we have been an Independent Public School, it has led to improved student outcomes through effective and efficient school-based decision making that will continue to see a re-alignment of expenditure to better suit school needs.



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, which are paid by our school community. With the establishment of payment plans and the ability to transfer funds directly into the school bank account we have seen this collection rate increase in the last two years and in 2016 approximately 93% of contributions and 87% charges were paid in full. We hope this solid collection rate continues into the future, as the cash income we receive enables Melville to offer and sustain the wide range of programs and activities delivered by the learning and management areas within the school. Special thanks must be made at this point to our parents/guardians for their support in achieving such a high contribution and charges collection rate as well as our front office staff who are always friendly and helpful in serving our diverse community.

Capital Works, Assets and Resources

In 2016, in excess of \$1.5 million was spent on building upgrades, which includes approximately \$800,000 for the Student Services upgrade that commenced during term 4 of the 2016 school year.

The planned and completed works included:

- New Physical Education office
- Continuation of installing glass frontage to classrooms - 16 completed during 2016
- Upgrade of demountable classrooms
- Additional umbrellas and mobileseating installed around the school to provide a better social environment for students
- On-going painting
- Sunken courtyard seating
- Improved fencing for security
- Kitchen installed in demountable 1
- Staffroom upgrade
- New Student Services area
- New pool fencing
- New drink fountains

- General ground improvements
- Creation of new science laboratory in demountable 5 and
- Refurbishment of science laboratory preparation area.

As said elsewhere, beyond the implementation of an annual cyclical maintenance plan for the whole school that will see a contract let for the routine scheduled repair and/or replacement of all painted and rendered surfaces, furniture, carpets, blinds etc, future major building projects will include the possibility of a fully self-funded major refurbishment to the school administrative area in 2017 and a joint government and school funded performing arts theatre in 2018 or beyond.

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 (though slowly diminishing) 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 4 million dollars in the past six years).

The use of the funds from the Student Centred Funding model for capital expenditure has enabled, and will continue to enable, the school to create an attractive, safe and supportive learning environment. 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 on-going maintenance, building refurbishment and of course future development. It is considered that we are meeting the requirements of and therefore are achieving target 4.2.1.

Melville SHS Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$106,636.00	\$117,100.14
2	Charges and Fees	\$877,802.00	\$1,106,676.05
3	Fees from Facilities Hire	\$10,227.00	\$6,781.82
4	Fundraising/Donations/Sponsorships	\$71,059.00	\$77,123.01
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$9,960.00	\$9,960.00
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$101,957.00	\$168,560.23
9	Transfer from Reserve or DGR	\$1,175,000.00	\$675,000.00
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	Total Locally Raised Funds	\$2,352,641.00	\$2,161,201.25
	Opening Balance	\$442,235.00	\$442,235.07
	Student Centred Funding	\$1,718,222.00	\$1,719,852.40
	Total Cash Funds Available	\$4,513,098.00	\$4,323,288.72
	Total Salary Allocation	\$15,052,892.00	\$15,052,892.00
	Total Funds Available	\$19,565,990.00	\$19,376,180.72



	Expenditure	Budget	Actual
1	Administration	\$145,434.00	\$168,804.43
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$710,516.00	\$723,083.15
4	Buildings, Property and Equipment	\$2,155,893.00	\$1,576,300.52
5	Curriculum and Student Services	\$918,000.00	\$887,078.62
6	Professional Development	\$81,161.00	\$65,529.32
7	Transfer to Reserve	\$300,000.00	\$300,000.00
8	Other Expenditure	\$73,906.00	\$92,574.50
9	Payment to CO, Regional Office and Other Schools	\$2,139.00	\$224.00
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	Farm Operations (Ag and Farm Schools only)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
	Total Goods and Services Expenditure	\$4,387,049.00	\$3,813,594.54
	Total Forecast Salary Expenditure	\$14,678,286.00	\$14,678,286.00
	Total Expenditure	\$19,065,335.00	\$18,491,880.54
	Cash Budget Variance	\$126,049.00	

Cash Position as at 31/12/16		
	Bank Balance	\$3,488,890.01
	Made up of:	\$-
1	General Fund Balance	\$509,694.18
2	Deductible Gift Funds	\$73,055.98
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$2,859,625.79
5	Suspense Accounts	\$57,878.61
6	Cash Advances	-\$2,200.00
7	Tax Position	-\$9,164.55
	Total Bank Balance	\$3,488,890.01



MELVILLE
SENIOR HIGH SCHOOL

Our School Vision

Melville Senior High School, as the school of choice for the local and wider community, will provide a distinctive, comprehensive education with strong academic and vocational pathways assisted by effective pastoral care programs where all students are given the opportunity to become confident, innovative and successful learners and are supported in the process of defining themselves as they prepare to meet the challenges of the future.

Our School Purpose

Our purpose at Melville Senior High School is to provide students with a world-class educational experience. We provide opportunities for intellectual, physical, creative and social development through high quality teaching and strong pastoral care relationships.

Our purpose will be achieved by:

- Providing pathways that recognise that each student is an individual who will explore different opportunities and require different educational experiences.
- Creating partnerships that facilitate optimum learning opportunities for our students and staff, linking us to the broader community, the primary schools in our learning network and to the post secondary sectors.
- Engaging the community in guiding our future directions.
- Embracing a supportive and caring pastoral care system, recognising that close attention to the needs, welfare and progress of students forms the foundation of a safe learning environment.

Our School Values

At Melville Senior High School the Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire as well as guidelines for the assessment of student achievement that enables them to meet the challenges of the future. The design of educational programs, underpinned by our beliefs about teaching and learning as set out in the Principles of Learning, Teaching and Assessment, will give all students the opportunity to become confident, innovative and successful learners and realise their potential.

Learning

We have a positive approach to learning and, as life long learners, encourage it in others; we advance student learning based on our belief that all students have the capacity to learn. We believe that learning is most effective when parents/carers, students and teachers work in partnership.

Excellence

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.

Care and Respect

We treat individuals with care and respect. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers, the wider community and each other in providing a quality education for our students.

Inclusivity

We value cultural diversity and our multicultural school population by encouraging appreciation, understanding and respect for other cultures as part of our comprehensive educational program.