



MELVILLE  
SENIOR HIGH SCHOOL

# Melville Senior High School Annual Report 2015

Confident ✦ Innovative ✦ Successful

MSHS

An Independent Public School

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# Introduction

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2015 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 2015 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), cultural (creative), physical (sporting) and civic (citizenship) domains. The headline academic data is of course reflected in the results of our Year 12 students who complete 12 or more years of primary and secondary education.

In 2015, 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 was identified as a top performing public school. We received this recognition for:

- 100% WACE achievement (often referred to as *100% graduation*)
- 99.4% Attainment
- 100% Certificate 2 or 3 completion
- Top 15 ranking for a public school for the number of students with an ATAR score of 75+
- Top 14 ranking for a public school for achieving a median ATAR of 78.6
- Three students achieving an ATAR of 99+ (the so called *99 Club*)
- Four students receiving a state-wide Certificate of Commendation and another receiving a Certificate of Distinction

Furthermore three students from our music program have gained entry to the highly selective music program at WAAPA and another three into medicine at UWA. Finally, we were pleased to note, not only a significant increase in the number of students completing a university or ATAR pathway (61% or the tenth highest for a public school in WA), we were also delighted to see 78% of these students receive an ATAR of 80+ i.e. in the top 20% of the state. These results show us that Melville SHS is routinely able to graduate 100% of 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 believe 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 Year 12 achievement data, our Year 7 and 9 students, in national and state-wide standardised testing exceeded state, 'like' socio-economic schools and Australia-wide achievement scores in NAPLAN testing in literacy and numeracy. Indeed Melville students were ranked as the twelfth best performing public school in the state based on their NAPLAN results. More importantly, our students 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 2015, Arts and Technology students were involved in over 50 exhibitions, 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 2015/16 Year 12 Perspectives, which is reserved for the most talented artists in the 2015 ATAR exams which along with 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 make our Arts and Technologies program truly world class.

In terms of sporting successes our athletics team, in their second year in the A Division, placed second and, for the second 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 second best Athletics public school in the state. Our other major interschool sporting event was swimming and in 2015 our team improved their ranking in the B Division with a very credible fourth place, making us a top 12 swim school.

Our other sporting teams, including netball, basketball, soccer, AFL, touch rugby, cricket and volleyball all proved competitive and had considerable success winning through to championships at various levels within their respective codes. Indeed our Athletics Knockout Intermediate Boys team won a gold medal at the

state level and have been selected to represent WA at the National final in 2016. In addition to school-based achievements, we were 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 +that our co-curricular sports program is paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both inside and out of our school. Perhaps the strongest demonstration of this commitment in 2015 was through the Student Council who raised funds across the school for a variety of worthy causes. We are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fund raising activities in and out of school time. Our signature Emergency Services Cadet Unit trained hard at school and in the field in order to represent Melville at ANZAC and Remembrance Day commemorations and 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 throughout the year, 2015 also marked the move of Year 7s to high school and we welcomed over 220 students. This, combined with the departure of the half cohort in 2014, saw our school population grow to around 1,350 students. The Year 7 students adapted well to secondary schooling and, as well as being a delightful group of young boys and girls, have contributed to our excellent achievements in the academic, sporting, cultural and citizenship domains.

The year saw Melville SHS continue the adaptation of classrooms to better suit twenty-first century pedagogy, with nine more general purpose rooms and one Science classroom being renovated to enhance teaching and learning. It is planned to finish this process in 2016 with the last ten 1960s era classrooms renovated throughout the year. Phase 1 of a \$2m toilet upgrade project was completed and all of the toilets and change rooms will be completely renovated by mid-way through 2016.

We would like to note that our achievements across the school are greatly assisted by having students who engage in their own learning program. At Melville SHS we are proud to have polite, well-behaved,

## Whole of School Highlights

- Mr Guy Stapleton was awarded WA Premier's Secondary Teacher of the Year
- Melville SHS won the Electric Car eV Challenge
- Two Perspectives Art Exhibition Winners
- Three students were awarded Assured Entry for Graduate Medicine at UWA: Anatalisha Finn, Sahil Pradhan and Himara Kahandawela
- Three of our students achieved an ATAR of 99+ Sahil Pradhan, Anatalisha Finn and Dorsan Imani
- Seven students achieved an ATAR of 95 to 98.99 and gained entry into the Melville SHS "95 Club"
- Three students were accepted into WAAPA: Maximillian Wickham (Jazz), Sean Hayes (Classical) and Oliver Toole (Contemporary). Oliver has also been asked to audition for the Performing Arts Perspectives held at the Perth Concert Hall, as one of the highest achieving candidates in the practical performance WACE exam
- 100% of students were awarded the West Australian Certificate of Education (WACE)
- 100% of participating students completed a Certificate 2 and/or 3
- Ashley and Morgan Ure, Year 10, won the Australian Final of Robocup
- Samantha Crane won the Sangora Education Foundation Language and Culture Award on graduating
- Gemma Kouzinas was awarded \$20,000 scholarship to attend Curtin University
- Staff and ten students visited our new Chinese Sister School, No 7 High School Hangzhou. The Chinese school then had a reciprocal visit in August.
- Inaugural Women in Leadership Conferences
- Jane Song, Year 11, received a second place and Alex Stephenson, Year 11, received a third place in the WA Hanyu Qiao Chinese Language Competition. Jane Song then came second in the Australia-wide Competition
- The Music Tour took students to Sydney and Canberra
- Performance Arts Variety Show
- South of the Swan Dance Festival participants
- West Australian Schools Music Festivals participant
- Intermediate Band and Vox Ensemble entered the WA Government School Music Society competition
- James Gallagher, Year 10, has made the Athletics Australia's National Under 17 Development Squad. He also won Gold at the Australian Junior Athletics Championships in the 100m, 200m and Long Jump
- A Division Interschool Athletics team came second and won the Meritorious Shield
- The Intermediate Boys team won a gold medal at the State Athletics Knockout and have been selected to represent WA at the National final in 2016
- 50th Anniversary Reunion for the first Year of Students
- Netball coach Sue Gerrard appointed coach of the State Schoolgirls Netball team

pleasant and, for the most part, 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 at Melville SHS is exemplified by Mr Guy Stapleton who we heartily congratulate for his outstanding achievement in winning the WA Premiers Secondary Teacher of the Year Award. We also congratulate Ms Rhian Bilclough for being granted a \$5000 'scholarship' by the Board to examine means for enhancing the teaching of Economics at Melville SHS, 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 2016 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)  
Principal

Paul Richards  
BAppSc, Grad Dip (Org Psych), MBA  
School Board Chair

## Whole School Report Years 7 to 10

*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 Judgement 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).*

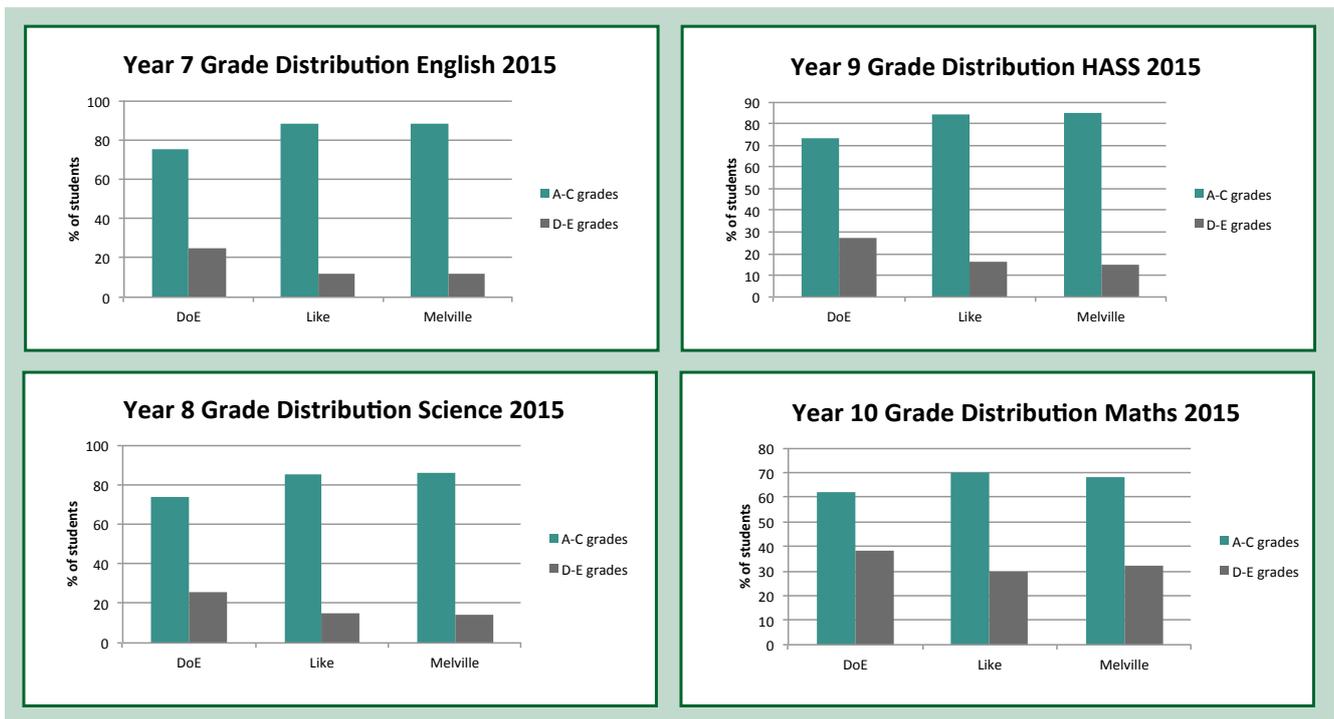
### Teacher Judgement Data

*(Business Plan targets 1.2.1-1.2.2)*

During 2015 school performance in Years 7-10 showed that students out-performed state (DoE) and in the majority of cases "like schools"; noting that this continued from previous years despite a change in Melville's "like schools" with our increasing Index of Community Socio-Educational Advantage (ICSEA). This year, a higher proportion of students attained A or B grades and fewer D and E grades across Years 7, 8, 9 and 10 therefore achieved Target 1.2.1 and Target 1.2.2 for state and like schools (see graphs on next page). 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. It is, however, noted in 2015 Melville SHS students did have a higher proportion of D and E grades compared to the new group of "like schools" than in previous years and in particular in Year 10 across Maths, Science and Humanities and Social Sciences (HASS). Whilst this data change is being addressed through strategies such as examining grade cut-offs, grade distribution, the nature of "take home work" and external moderation, it is also important to note that formalised after school homework classes have recommenced for all middle school year groups. In addition individualised/small group tuition for identified students has further been rolled out across Year 7-12 for literacy and numeracy targets.

By Year 8 all of our classes have been 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 our students are achieving at a higher level in comparison to state and in the majority of cases, against "like schools" throughout the Years 7-10, it is particularly pleasing to note that with the introduction of Year 7s

to high school this trend has continued. These results are a clear sign that preparation for the academic rigour associated with senior schooling is underway and that this preparation is further enhanced by the introduction of formalised exams that begin in semester 2 of Year 7 and continue throughout Years 8-10. 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 7-10, thereby ensuring students are maximising their potential. Particularly, learning areas must 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. Additionally it is recommended that the senior school preparation strategies implemented into Year 10 throughout 2015, be further refined during 2016. The implementation of a whole-school study skills program (Target 1.5.1) through the use of the externally provided 'Elevate' will continue to build on capacity by providing the skills considered necessary for students to succeed in senior school pathways.



## 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 are an indication of student achievement and are expressed in band levels with the higher the band, the higher the achievement level. In 2015 Melville SHS students in both Year 7 and 9 achieved well above DoE and like school averages in all five NAPLAN test areas, achieving Target 1.1.1 for both achievement and progress (see graphs on the next page).

The percentage of students achieving at or below the minimum national standard (Band 1-5 for Year 7 and Band 1-6 for 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 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 in general and of any cohort in particular (see 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 (see target 1.1.7). Some of these strategies have included: targeting students at risk, extending higher performing students through the schools GAT and Academic Extension programs, starting early test preparation in Year 7 and continuing through Years 8 -10 and maximising information attained on prior tests to help focus on areas of weakness. Learning areas have implemented whole-school literacy strategies which continue to be emphasised across the school and which are also being used in other schools (target 1.1.4). The results obtained from the testing regime in Year 9 form the basis for continued strategic improvement into Year 10 and further focus strate-

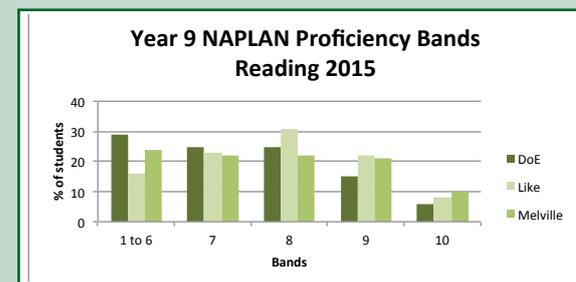
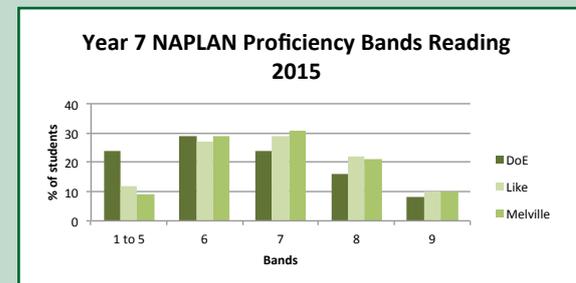
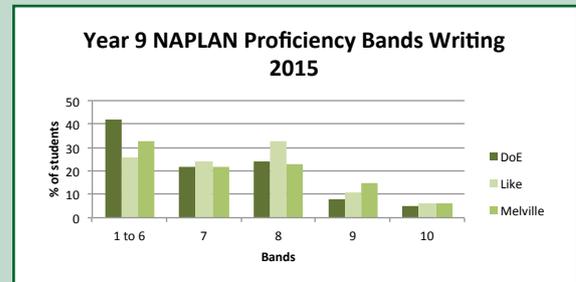
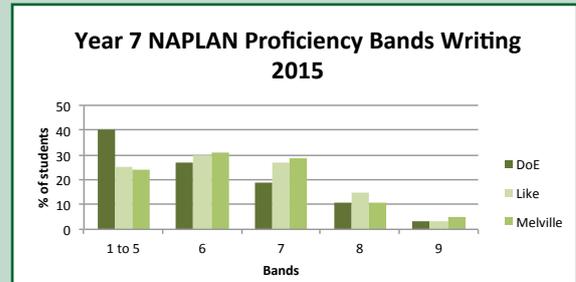
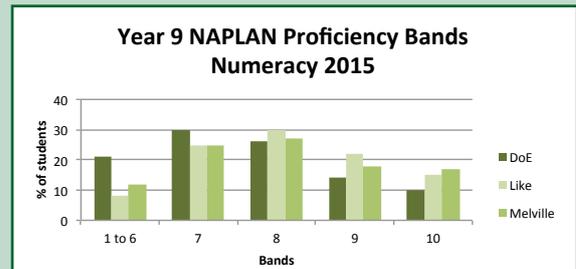
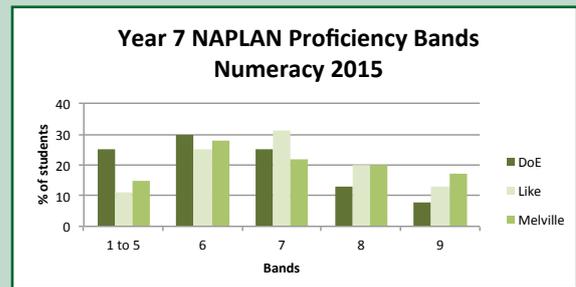
gies for Online Literacy and Numeracy Assessment (OLNA) for Years 10-12 as necessary (target 1.1.5). It is recommended that the literacy and numeracy committees continue to develop whole-school strategies and the 2015-2017 Business Plan continue to track the progress of student performance in NAPLAN 7 and 9, extending this to OLNA Year 10-12s (target 1.1.5).

From our Year 9 NAPLAN testing in 2015 we have approximately 38% 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 2015 the school commenced a program of individual tuition for students who are at risk. It is recommended that in 2016 the school expand this program (see target 1.1.4).

### Pedagogical Change (Business Plan targets 1.4.1 - 1.4.3)

The school continued a targeted approach to improving pedagogy in 2015; particularly focusing on a program of Engagement and Instructional Strategies (see Target 1.4.1). This meant additional staff were trained in these engagement strategies and it is planned to increase these numbers throughout 2016. As recommended in the 2014 Annual Report, two staff completed their Instructional Strategies higher accreditation and further staff will be trained to this level, enabling the school to provide teaching and learning strategies in this area (target 1.4.3).

Further to this, in 2013/2014 Melville SHS introduced Learning Area Classroom Observation into a number of learning areas and throughout 2015 this initiative continued to grow in momentum. In 2015 Classroom Observation was identified as mandatory through the Department of Education's "Focus 2015" policy document (target 1.4.2). Throughout 2015 Melville SHS continued to refine classroom observation and by the end of the year our Senior Leadership team were trained in maximising performance through this process. This was further reinforced through peer to peer observations and recording lessons for self-observation through the use of technology. It is recommended that this growth continue throughout 2016 to further include formal classroom observation by staff and their line managers.



## 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 (target 3.1.1). During 2015, Melville SHS continued to refine programs to align with the changes in senior school courses, while also working on new aspects of the Western Australian Curriculum in order to be ready for Phases 2 and 3 reporting in 2017. Learning areas such as HASS, Health and Physical Education and Arts and Technology have almost completed this re-alignment and some learning areas will be ready for full reporting on the WA curriculum in 2016. The school has re-invigorated the Curriculum Committee (a committee first established to manage implementing the Australian curriculum). This committee is focusing on a number of strategies to ensure students are well placed to deal with changes in the curriculum, as well as ensuring each learning area is appropriately resourced. The work of the Curriculum Committee has further enhanced these preparations through leadership within the Rivers Network (made up of eight local primary and one other secondary school) coordinating shared moderation tasks between Years 6-8.

In finalising planning for the movement of Year 7 students into the secondary school setting (see target 3.2.1), Melville SHS continued its transition program that commenced in 2014. The self-funded improvements in school quadrangles provide extra spaces for the 220 extra Year 7 students and further updated classroom spaces. Late in 2015, work was completed on a seating amphitheatre on the oval, providing an additional seating area for 250 students. Melville SHS also continued its partnerships with the local primary schools, which saw all the Year 6 students from these schools attending Melville SHS for Science classes. The employment of a Year 7 Year Co-ordinator continued into 2015 as did the "Homeroom" program to help settle the Year 7s into high school life. Through a number of strategies including a trial for online NAPLAN testing, it was identified that the Year 7 Homeroom program needed to not only focus on high school, resilience and study skills but also on specific ICT skills. It is therefore recommended that these skills be specifically taught as part of this program in 2016 and that the whole school study skills program "Elevate" be further reinforced in homeroom classes and a plan developed to continue this skill development in Years 8 and 9 (See target 3.2.1 and 1.5.1).

## Year 7 to 10 Highlights

- Josh Houslow and Jacob Nowak, Year 8 Gifted and Talented students, won second place in Secondary Robocup Competition while Nicholas Brown and Johan Widing, also Year 8 Gifted and Talented students placed third.
- Tom Johnson, Year 10, won a competition to attend the annual Quiet Lion Tour sponsored by Melville Rotary
- Kaleb Farrell, Year 10, was selected in the role of Student Member for Willagee in the Legislative Assembly for the 2015 Statewide Student Parliament
- Year 10 Team 1 Netball Program students won their first Lightning State Final
- All three Year 9 Lightning Carnival Specialist Netball Teams come first in their grade
- Reagan Spooner, Year 10, represented WA at the Interschool AFL Boys National Championships and was selected for the Australian Squad
- Jessica Grdjan, Year 7, represented WA in the School Girls Team in AFL Football
- LeAnn Yap, Year 7, was Best golfer at the Champion Schools' Golf Tournament
- Megan Hooper, Year 10, won gold at the state athletics championships in the long jump
- Esteban Hoarau, Year 9, won silver at the Australian Junior Fencing Championships and bronze in the doubles in the under 15 and under 17 divisions
- Finn Duncan, Year 9, was selected in the State Lacrosse Team
- Dylan Chua-Limargana, Year 7, has won the WA state final for Ballroom Dancing
- Aneka Bodt, Year 8, won a silver medal in the Women's National Wheelchair Basketball League Final
- Celeste Johns, Year 7, was a member of the State Synchronised Swimming Team
- Shaun Beck, Year 7, and Ben Hopkinson, Year 10, were Age Champions at the Interschool swimming. Kieran Smirke was Year 7 Runner up Champion.
- Tom Featherstone, Year 9 and Kady Sherwood, Year 8 were State representatives in Dragon Boat Racing Championships
- Boys A Soccer and Boys A Basketball teams both came first in the Year 10 Lightning Carnival

## Information Communication Technology

*(Business Plan target 3.3.1)*

Information Communication Technology (ICT) has continued to grow at Melville SHS with all Year 7-10 students now part of a "Bring Your Own Device" program (BYOD). With the introduction of Year 7 students, considerable funds (\$250,000) have been spent on the school's infrastructure to ensure speed and connectivity continues to improve. The school contracted NEXT Learning during 2015 to complete an audit of ICT infrastructure and it is our recommendation that the school implement a number of the strategies in the report's findings. NEXT were also contracted to provide a "shoulder to shoulder" individualised professional learning program for six teachers per term (commencing in term 4 2015). This PD will then be shared with additional staff each term throughout 2016. It is recommended that this training continue throughout 2016 with an additional six staff members being trained each term. In addition to these innovations in ICT, Melville SHS was also part of numerous online testing trials during 2015 to assist in planning and trialling the viability of Australian wide online NAPLAN testing in 2018. Up-skilling staff in the use of ICT devices such as iPads continued and the school issued iPads to new staff (approximate cost of \$30,000). In addition to these two strategies, Melville continued using "Connect", a web-based software package provided by the DoE, which has enabled students and their parents 24/7 access to course outlines and assessment programs as well as student marks and grades. This communication of essential information between school, student and home has effectively become instantaneous and uptake by parents and students 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 progressing well towards 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 Statewide accredited Specialist programs specifically: a Gifted and Talented Education Program (GAT) in English, HASS, Maths and Sciences; Aviation Studies; Graphic Design Media and Netball (see Target 2.5.1). These programs provide 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. Throughout 2015 the popularity of these programs continued, with more than 230 testing for entry in 2016.

## Gifted and Talented (GAT)

In 2015 our eighth class of GAT students graduated successfully from the school, and achieved a high median ATAR of 87.33 with the majority going to a variety of universities of their choice including two with direct entry into the WA Academy of Performing Arts and two students into the UWA Assured Entry for Graduate Medicine. Throughout their five years, the GAT students have been provided with an array of extension courses, competitions and accelerated curriculum that sees them well placed to succeed in not only their chosen senior school courses but also after school or university.



*The Senior School report addresses Business Plan Priority 1: Academic Achievement in general, target 1.1.5 and 1.1.6, Foci 1.3: WACE Achievement in particular.*

## Tertiary Entrance

*(Business Plan target 1.3.2)*

During 2015, 95 Year 12 Melville SHS students (61%) took part in the Western Australian Certificate of Education (WACE) ATAR exams and the students who applied for tertiary entrance from this group had a median Australian Tertiary Aggregate Rank (ATAR) of 78.60. Altogether 72 (90%) of our students applying for University Entrance received an ATAR high enough to get into university by direct "front door" entry. The 2015 Year 12s exceeded the average of both the state and our "like" SEI schools therefore achieving Target 1.3.2.

25 students (26%) received a scaled score of 75+ in one or more courses, which leads to a recommendation that the Senior School Team focus on specific strategies to work on increasing this number for 2016. Three students (3%) received an ATAR greater than 99 (i.e. in the top 1% of the state), a further seven students (7.3%) received an ATAR greater than 95 (i.e. in the top 5% of the state). 23% of students received an ATAR in the 90s (i.e. in the top 10% of the state), 45% received an ATAR greater than 80 (i.e. in the top 20% of the state) while 68% received an ATAR greater than 70 (i.e. in the top 30% of the state). In addition one student received a School Curriculum and Standards Authority Certificate of Distinction in Health Studies (for ranking in the top 0.5 of all candidates). A Schools Curriculum and Standards Authority Certificate of Commendation (awarded to a student who achieves 20 'A' Grades across Year 11 and 12) was awarded to a total of four students or 2.5% of the graduating cohort (Target 1.3.4). The students were: Anatalisha Finn, Sean Hayes, Sahil Pradhan, and Maximillian Wickham.

In 2015 Sahil Pradhan (school Academic Dux) received the top ATAR score of 99.7 and together with two other students, Anatalisha Finn (99.15) and Dor-san Imani (99.0) gained entry into the state's exclusive "99 club". Seven students; Chanho Chung, Sean Hayes, Yating Hu, Arachchige Kahandawela, Gemma Kouzinas, Yori Na and Maximillian Wickham, achieved an ATAR greater than 95 and were inducted into the Melville SHS '95' Club.

## Year 11-12 Highlights

- Chan Ho Chung, Year 11, was in the top 2% from around the world in Social Science Championships 2015
- Neisha Phipps, Year 11, earned a Highly Commended at the St Georges Art Award
- Carla Genovesi, Year 11, was awarded Highly commended on the night with her sculpture at the metaMORPHosis Art and Design Exhibition
- Crystal Long, Year 11, won the Melville Photographic Competition in the 15 to 17 year old age group Second place went to April Matalog, Year 11
- Year 12 sculpture students were Runners Up in the People's Choice Award at the 2015 City of Melville sculpture awards
- Levi McCombe, Shannon Hevron and Crystal Long from Year 11 were Winners of Banner in the Terrace Design
- Emily Ritchie, Year 11, received the first place prize for Chocolate Chip Cookies at the Royal Show
- Senior Boys Netball were runners up in the State High School Cup
- Kasie Mott, Year 11 was selected to Represent WA as a referee at the 2015 State Netball 12s Championship
- Taylah Ford, Year 11 and Kimberley Leavy, Year 10, were selected in the 16U Indoor State Netball team
- Connor Deaville, Year 11, won the National 125 Junior Sailing State Championships
- Cullen Dans, Year 11, was Age Champion Boy and Lachlan Price, Year 12, was Runner up Champion Boy at the Interschool Swimming
- Samantha Crane, Year 12, won a Confucius Society scholarship place and travelled to China on the Easter Holidays
- Sarah Cocken and Natasha Cocken from Year 11 were representatives at the Dragon Boat Racing State Championships. Sarah was Captain and then an Australian Representative in Canada

While the school's median ATAR was 78.6 (meeting Business Plan target 1.3.2) it is recommended for 2016 that the school focus on additional strategies that assist students in further improving their ATAR score. One such idea is to ensure exam preparation strategies are reinforced with students through the whole school study skills program "Elevate" and that these strategies are used in all learning areas. The percentage of students achieving ATAR scores of 80+ is a clear indication of the successful effort that is being applied to ensure improved senior school achievement. This trend of increasing ATAR scores needs to be a focus and individual goal setting for students and revision seminars for exams is recommended for 2016, with an additional recommendation to employ additional school psychologist time to focus on ATAR student wellbeing.

Ten of our Year 12 courses had a WACE exam mark higher than the Department of Education 'state', and 'like school' - namely Accounting and Finance, Applied Information Technology, Chemistry, Health Studies, Human Biological Science, Maths 2C/D, Music, Physical Education Studies and Physics. Two courses exceeded "like school" average; Aviation and Design and three courses exceeded State (DoE) average English and ELD and Visual Arts.

It needs to be noted that a higher number of students than expected 'failed' their Stage 3 English ATAR exam. This did not influence their achievement of English language competence (Target 1.1.6). However, in 2016 it is recommended that the English team address any planning, preparation and/or engagement issues that may have contributed to this lapse in student exam performance. It is a further recommendation that the English Learning Area continue to work on exam preparation strategies as outlined in the "Elevate" program and continue to work on developing effective moderation strategies.

#### Median Australian Tertiary Admissions Rank 2011-2015

Year	School	Like School 1	State 2
2011	76.5	71.2	75.6
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

Note:

1 'Like School' calculations are the average median ATAR for all schools in each school's 'like ICSEA' grouping.

2 'State' is the median ATAR for all public school students.

3 'half-cohort'

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

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2011	58	12	21%
2012	77	13	17%
2013	67	17	25%
2014	37	5	14%
2015	95	25	26%

## Vocational Education

(Business Plan target 1.3.3)

In 2015, 102 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%) of these completed a Certificate II or higher.

Year 12 Participation							
Year	Eligible Year 12 Students	Number acquiring an ATAR		VET - Number of students Completing a Cert II or higher		VET - Number of students in a Cert	
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

## Stage 1 WACE Courses

Students in non-examined courses achieved at state or above state percentages with regards to grade distribution, with English (19%), Food Science and Technology (23%), Integrated Science (33%), Outdoor Education (36%), Physical Education Studies (23%), and Visual Arts (21%) 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 Design, English, Food Science and Technology, Health Studies, Outdoor Education and Visual Arts failing no students in their courses.

Student Performance - Stage 1 Courses - Grade Distribution Percentage										
Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Design	17	53	30	0	0	20	28	40	7	5
English	19	19	63	0	0	14	30	47	5	4
Food Science and Technology	23	62	15	0	0	21	32	38	6	4
Health Studies	21	34	45	0	0	21	29	34	8	8
Integrated Science	33	30	33	0	5	22	30	39	6	4
Mathematics	21	28	47	4	0	22	27	38	8	5
Outdoor Education	36	29	36	0	0	23	33	33	6	5
Physical Education Studies	23	30	34	13	0	18	33	40	6	3
Visual Arts	21	28	52	0	0	15	30	43	7	4

## Graduation (WACE Completion) Rate

(Business Plan target 1.3.1)

The Melville SHS Graduation (WACE completion) rate for 2015 was 100% (achieving Target 1.3.1) - the eighth consecutive year of achieving this result and the tenth time in eleven years. This graduation rate places us equal first 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 1.1.6). It should be noted that in 2016 there will be different conditions for WACE completion with the most significant change being the introduction of the Online Literacy and Numeracy Assessment (OLNA). In 2016 it is anticipated that a WACE completion rate of between 90-95% will be more realistic.

## 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 now being seen as the benchmark standard for measuring whole school academic achievement in Year 12 at both the national and state level. In 2015 Melville achieved an outstanding Attainment rate of 99.4% (Target 1.3.3) one of the highest attainment rates in the state.

WACE Achievement 2011 - 2015

Year	Eligible Year 12 Students	Percentage achieving WACE
2011	121	100%
2012	150	100%
2013	163	100%
2014	85	100%
2015	155	100%

## Retention

Student "apparent retention and progression rates" reflect effective counselling of students into appropriate schooling and other training options as well as the growth of the school at non-traditional entry points. A 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 Year 10-12 Retention rate in the following table). This is always done with the school's support and assistance. 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 2015 Year 11-12 retention rate of 88% shows a stabilised improvement over the period 2013-15 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 however recommended for 2016 that Melville SHS re-evaluate the reasons for the decline in retention rates across Years 8-12 and Years 10-12 and, as appropriate, implement strategies to ensure increased retention of students from Years 8-12.

Apparent Retention and Progression Rates (%) 2013 - 2015

	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%

Note: the decline in Year 10-11 retention since 2013 is due to "out of boundary" Intensive English Centre (IEC) students no longer progressing from Years 10-11 at Melville SHS

In summary, for 2015 in ATAR performance (Business Plan targets 1.3.1 -1.3.4) Melville SHS students achieved:

- 100% WACE Graduation (achieving Business Plan target 1.3.1)
- Median ATAR 78.6 (achieving Business Plan target 1.3.2)
- 99.4% Attainment Rate (achieving Business Plan target 1.3.3)
- 100% VET Certificate Completion
- Four Certificates of Commendation
- Three students in the state's '99' club (our 95 club) and
- Seven students in the '95' Club

The Intensive English Centre's (IEC) focus and targets reflect those articulated in the Melville Senior High School's Business Plan. This shared vision is realised through quality curriculum delivery, adherence to student behaviour management, 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 12 months of an "on arrival" student's education and is delivered within the IEC. Students remain in the IEC, which provides a full curriculum and preparation for mainstream curriculum requirements in general and NAPLAN and OLNA preparation in particular, and are then exited to their local school. A number of these students remain at Melville SHS and move into the mainstream program. This Phase 2 program continues to deliver and meet the requirements of Secondary schooling, in conjunction with a continuation of mainstream ESL support for a further two years.

Student language progress during Phase 1 is assessed against the indicators described 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

- Students were streamed into 2 exiting classes - T1 (highest English ability) and T2 (middle/lowest English ability).
- Some students in T2 are "limited schooling", therefore entitled to two years English within the IEC. These students traditionally take the longest time to acquire language competence and are at highest academic risk unless supported by a robust mainstream ESL program.
- Students graduate every semester, once they have completed their 12 to 18 months in the IEC. In 2015, 34 students exited in Semester 1, and 17 students in Semester 2 (some students were offered additional time because they had not achieved the target 3-4 EAL Progress Map Level).

**Data And Result Summary 2015 Percentage of student Reaching Level 4+**

	Semester 1	Semester 2
Reading	82	65
Writing	70	65
Speaking	82	59
Listening	76	53

## Analysis

Generally the results are pleasing, with students performing according to expectations across the two transition classes. Scaffolding (highly structured) student learning has been a high priority in the IEC with a specific focus being placed on:

- Phonemic and graphemic awareness
- Sentence and paragraph construction using, among many others, the strategies advocated 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 acquire English written and spoken skills quickly and are able to emulate the modelled language well, while naturally others take longer. Even the best IEC students though need continued ESL support in mainstream schools and remain at risk of not achieving the OLNA component of the new WACE. It is recommended that the school follow up with these concerns regarding OLNA for IEC and recent arrival students and write to the School Curriculum and Standards Authority (SCSA) and express concern that the ONLA does not make enough allowance for ESL students and therefore lacks equity.

Other students (see Semester 2 data in previous graph) need more time and more support to achieve success both in the IEC and then in the mainstream. Those students who do not achieve Level 4 or above are at significant risk of not passing either NAPLAN or OLNA tests conducted in the mainstream. Unfortunately, the Department of Education enrolment policy does not allow students to continue in the IEC beyond the allocated 12 to 18 month time period, hence, the need for strong support and explicit teaching during Phase 2 (i.e. mainstream classes), where teachers must also be trained to provide appropriate levels of support for ESL students.

In addition to the recommendation shown, it is also recommended that the IEC implement a reception class for new arrivals aimed at providing a 10 week program of English language skills before transitioning to a traditional "beginner" program. This will address the needs of an increasing number of students arriving with no understanding of English.



## School Sustainability Report

*The School Sustainability report addresses Business Plan Priority 2: School Sustainability in general and Foci 2.1, 2.2, 2.3 and 2.4 in particular.*

### Student Numbers

*(Business Plan target 2.1.1)*

It is pleasing to report that in 2015 there was further evidence that we are realising our vision of becoming the school of choice for the local and wider community. This can be seen through a carefully managed increase in total school population from 989 in 2014 to 1,342 in 2015 (including, for the first time, 221 Year 7s). This increase was achieved by capping the Year 7 enrolment at around 220 and allowing a growth in student numbers at the non-traditional entry points of Year 9 and Year 10. While the resulting figure of 1,342 is higher than the Business Plan target of 1,250 - 1,300 (see Target 2.1.1), the Plan was written with our view that a target population of between 1,300 - 1,350 would be possible in 2015 (well in excess of the 2014 target of 1,050 - 1,150) and a small amount of room for further growth could reasonably be accommodated without a significant injection of outside funding for additional buildings. It is however recommended that Target 2.1.1 be adjusted to read 1,300 - 1,400 students).

### Student Numbers at Melville SHS 2010 – 2015

Year	7	8	9	10	11	12	IEC	Total*
2015	220	233	232	238	186	157	62	1328 ***
2014	-	210	220	231	185	85**	58	989
2013	-	204	200	215	108**	166	81	974
2012	-	192	219	115**	194	152	80	952
2011	-	190	95**	222	204	128	87	926
2010	-	70**	210	199	154	127	113	873

\* These figures include International Fee Paying Students (approximately 48 in 2015).

\*\* This is the half cohort year group

\*\*\* This figure is from the Semester 1 census while in previous years the figure was from the Semester 2 census. The change has been made to align with the Student Centred Funding Allocation model which uses the Semester 1 census to fund the school.

In preparing for the 2015 target population of 1,300 - 1,350 students a number of building and minor works programs were planned to accommodate the additional numbers, particularly in the yard and in Science. More specifically, work around the school throughout 2015 included:

- Further upgrades to the Year 7-8 and Year 9-10 quadrangles
- More oval seating
- Resurfacing the Netball courts
- Creating an additional science lab
- Reclaiming several classrooms from staff
- Office accommodation
- And a continuation of the project to gentrify all of our classrooms with full size inward facing windows to make them lighter and therefore more attractive and inviting

## Student Attendance

(Business Plan targets 2.3.1 and 2.3.2)

As can be seen in the table (top right), the continued promotion of the "It's not ok to stay away" campaign throughout 2015, coupled with the implementation of a series of new initiatives targeted at the 70 - 90% attendance category saw Melville SHS achieve an average attendance rate of 91.7% which was well above the state average of 87.9% and effectively the same as our 'like' school average of 91.9% [achieving Target 2.3.1(a)]. It should be noted that while ATSI student attendance is higher than the state average it continues to fall below "like" school averages and is an area for improvement in 2016. The percentage of students attending regularly at Melville SHS improved to 76% during 2015 compared to "state" average of 62.5% therefore achieving target 2.3.1 (b). This improvement from 2014 is pleasing to note, however during 2015 data of "like school" regular attendance was no longer made available, so it is recommended that this target be modified for 2016.

During 2015, 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 recording system for attendance using staff iPads called Academy was rolled out completely across the school and significantly improved both the accuracy and timeliness of daily and session-by-session attendance reports. Year Coordinators continued to work hard to ensure that the key messages regarding attendance were stressed at their weekly assemblies and reward excursions were run for those students with high levels of attendance. In 2016 it is recommended that the allocation of time provided to Year Coordinators be doubled from 0.2 to 0.4 FTE to ensure their role in monitoring and improving regular attendance is continued. It is also recommended that attendance panels are implemented through Regional Office for those students at severe educational risk, which is considered the case where attendance is less than 60%.

### Average School and Year Group Attendance Rates

Year	7	8	9	10	11	12	Average	State Average
2011	-	92%	91%	88%	88%	89%	89.6%	87.5%
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%
State 2015 Average	91%	89%	86%	85%	87%	88%	-	87.9%
Like School 2015 Average	90.6%	91%	89%	89%	88%	90%	-	91.9%

In 2015, Melville had 43 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 we have had concerns about the low attendance rates (76.5% in 2015, an increase from 74% in 2014) of this group of very vulnerable students. While we recognise that our challenge is complicated by variables beyond our control (such as a high transient and school refusal rates among other things), the 2015 to 2017 School Business Plan includes a target (2.3.2) specifically aimed at monitoring and implementing improvement strategies for 'at risk' students - including ATSI students. While a range of strategies have been implemented in the past including home visits, homework classes and individual attendance plans, it is recommended that in 2016 further strategies are explored and tried to further improve this situation.

## A World Class Educational Experience in a Safe Supportive Learning Environment *(Business Plan target 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).

Throughout 2015, 108 different co-curricular excursions were conducted involving 4,364 students (achieving Target 2.1.1). Excursions ranged from students making an inaugural trip to our sister school, School Number 7 in Hangzhou China, to Netball teams touring the SW of WA, Outdoor Education kayaking expeditions on the Swan River, Art students attending the Sculpture By the Sea exhibition, Maths student involvement in the interschool 'Numero' competition and our debating teams of Year 7 to 10 students competing at Rossmoyne, Willetton and Iona etc.

An increase in the number of students involved in our Interschool Sports Program continued, with sporting teams competing in AFL, Athletics, Basketball, Cross Country, Hockey, Netball, Rugby, Soccer, Swimming (fourth in B Division), Touch Rugby and our first cricket team. Perhaps the highlight of our sporting successes for 2015 was the outstanding result of placing second in the A Division Interschool Athletics competition, making us in effect the second best Athletics school in the state while also providing us with bragging rights for beating a number of school 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 the programs run by Students Services in conjunction or in parallel with the HPE team are now in their fourth or fifth year of operation and continue to go from strength to strength.

Together, both formally and informally, our Student Services and HPE teams delivered programs across the whole year addressing:

- Mental health
- Managing grief, stress and loss including "Rainbows"
- Bullying and building positive relationships
- Cyber safety including "Walking Away" for Year 9 students, sexting for Year 10 students, "Digital Footprints" for Year 11 and 12 students 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 and sexually transmitted infections
- Alcohol and drugs including "Risky Business" and guest speakers
- Orientation programs for Year 7 and 8 students
- Reward excursions such as Ice skating with Year 8 students and a rewards day with Year 9 students
- The Dinner Dance for Year 10 students
- And of course the School Ball for Year 11 and 12 students

The HPE Learning Area was highlighted in the whole school "Health Week" while Student Services commenced 2015 with a Year 8 camp supported by a robust peer mentor program. It is a recommendation for 2016 that these the majority of these programs continue while adding a number of reward programs in support of students achieving "regular" (i.e. 90%+) attendance.

## Staff 2015

There were 164 full and part-time staff at Melville SHS in 2015, comprising 112 teaching staff (94.15 Full Time Equivalent, or FTE, positions) and 52 Support staff (38.56 FTE positions) a significant increase from 2014 due largely to the intake of Year 7s into high school. Among the teaching staff there are four Level 3 Classroom Teachers and 34 Senior Teachers representing approximately 28% 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.

The number of staff holding a Certificate IV in Workplace Assessment has increased to 40. This qualification is essential to deliver the Certificate 2 and 3 training that is integral to our popular Senior School "Pathways" program as well as in providing an "Attainment" safety net for ATAR students.

The School recognises the importance of building quality future teachers for the profession. In 2015, over 40 practice teachers worked with our experienced staff across every Learning and Management Area in the school. It should be noted, that the demands being placed on supervising teachers by tertiary institutions is making it less attractive to supervise practice teachers. Accordingly, we are finding it harder to satisfy the large number of requests for supervisors that we get from the five universities.

The last bi-annual Community Survey of parent, student and staff opinion was conducted in 2014 following the format of the now mandatory National School Opinion Survey. The results of this survey were extensively reported in last year's Annual Report where four or actions were also identified. The next Community Survey will be conducted in 2016 and it is important that the actions made in relation to the 2014 survey are considered as part of the survey planning process. The 2016 survey will provide data used to measure achievement of targets 2.1.2 and 2.4.1.

### Teacher Qualifications

Teacher Qualification	No. of Staff*
PHD	0
Master's Degree	20
Bachelor Degree with Honours	7
Graduate Diploma	70
Bachelor Degree	90
Diploma	34
Certificate III	8
Certificate IV (Workplace Assessor)	40

\*many staff hold more than one degree, diploma or certificate

## School Budget

(Business Plan target 4.2.1)

2015 saw the introduction of the "Student Centred Funding" model (SCFM) with a base allocation of \$8,392.30 for students in Years 7-10 and \$9,023.30 for students in Years 11-12. Schools also receive funding based on student characteristics such as disability, Aboriginality, English as Second Language and social disadvantage. Since its introduction, the SCFM has enabled Melville SHS to move towards a more flexible one-line budget that allows the school to make local evidence-based decisions regarding the amounts allocated to the cash (sometimes called the "contingency") and staffing budgets

The contingencies ("cash") budget, is used for the day-to-day running of the school, has an income or revenue account (shown as "Revenue - Cash" in the table on the back page), an expenditure account (shown as "Expenditure" in the a table) and a balance account (shown as "Cash Position") and largely comprising the school's asset replacement reserves in the table). The three graphs shown under the heading "Financial Summary" include a graph for the "Total Charged Salary Expenditure" and "Balance" and "Cash Position".

As can be seen from the accompanying graphs and tables on the back page, in 2015 Melville had a one-line budget of **\$17,725,218.87** with the great majority of **\$12,943,160.00** allocated for staff salaries and **\$4,78058.87** for cash contingencies with **\$1,089424.98** of this for planned Capital and Minor Works. 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 and in the three years we have been an IPS has led to improved student outcomes through effective and efficient school-based decision making that has seen 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 government, as well as the schools' Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges, which 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 2015 approximately **64%** of contributions and **88%** 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

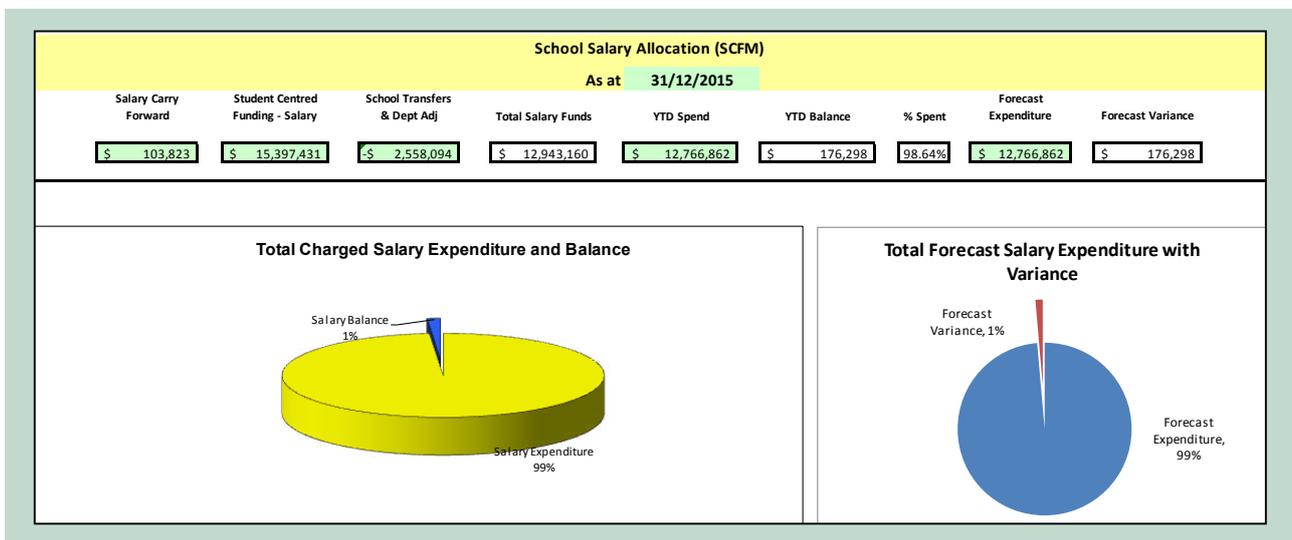
In 2015, \$213,522.98 was spent: however, it must be noted that while this was the actual amount debited from the accounts, further works to the value of \$875,902.00 were actually quoted and planned to be completed during the 2015 school year. Due to on-going difficulties experienced in getting work completed in a timely manner, this amount was carried forward as "committed funds" for the 2016 school year. The completed works for 2015 included:

- Science office upgrade
- Upgrades to the school canteen
- Replacement of old carpets and lino in numerous classrooms
- Installation of additional shade umbrellas and seating around the school grounds to provide both a "sun smart" and more convivial social environment for students
- The on-going painting of building walls
- Building a 200 seat tiered seating area overlooking the school oval
- Provision of additional seating in each of the three quadrangles ( for Years 7-8, 9-10 and 11-12)
- Installation of additional data and power points in numerous classrooms
- Installation of wall sized glass windows into a further nine classrooms
- Main staffroom upgrade
- Gym refurbishment and upgrade

## Summary

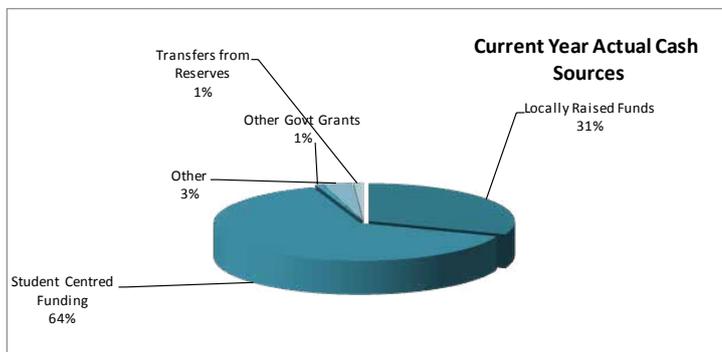
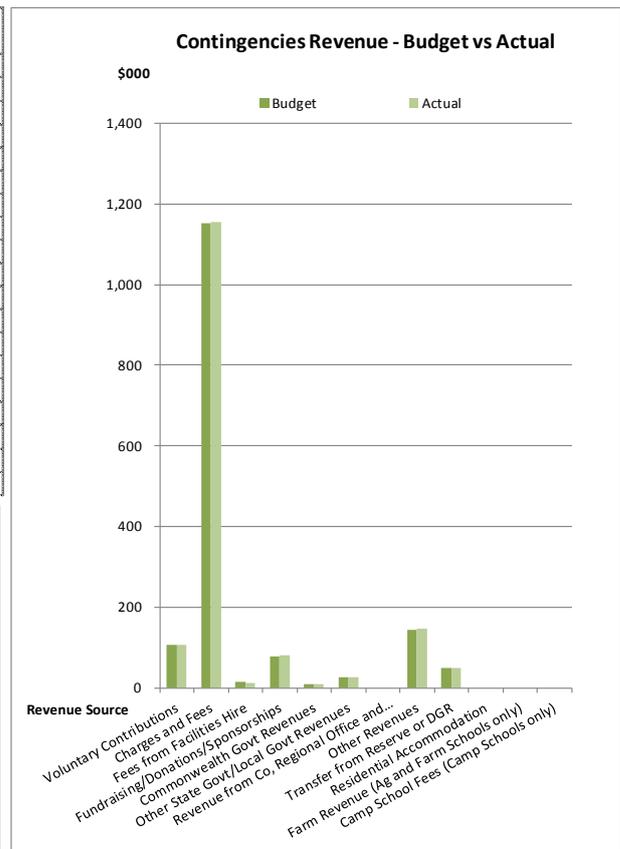
As Melville Senior High School increasingly becomes the school of choice for the local and wider community, we continue to devote the resources we receive to the sustainability of the schools' current programs as well the pursuit of innovative teaching and learning opportunities for the future. With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

It should be noted that toward the end of 2015, very specific spending requirements for 2016 and beyond were mandated by the Department of Education at the direction of the WA Treasury. This will require 97% of our 2016 One Line Budget (made up of our student centred funding and cash revenue) and at least 10% of our cash reserve to be expended over the course of the school year. It is not anticipated that this will be difficult for us given our planned building program for the period 2016/17, which is funded from our cash reserve. However it will require close supervision of Cost Centre expenditure and may impact on the 2017 budget with a reduced carry-forward (no more than 3%). Ultimately the intent of this requirement is to reduce the amount schools hold as cash reserves. The implicit risk of this is that cash reserves are typically used for equipment, building and furniture repair and replacement as well as self-funded capital and minor works. Once our cash reserves are gone or significantly reduced, it will be difficult to replace or rebuild them under these new expenditure requirements. This will have an impact on the school's capacity for self-improvement at some time in the next 3 to 5 years.

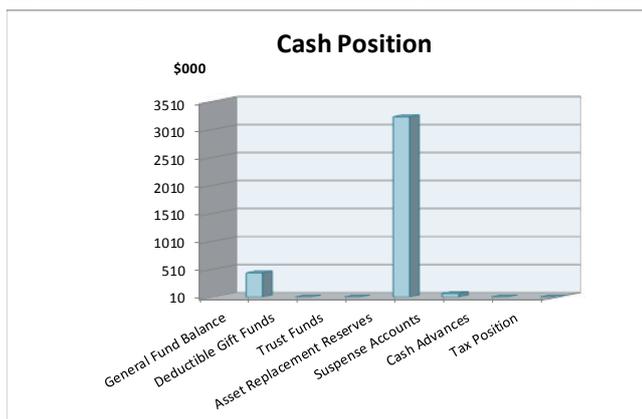
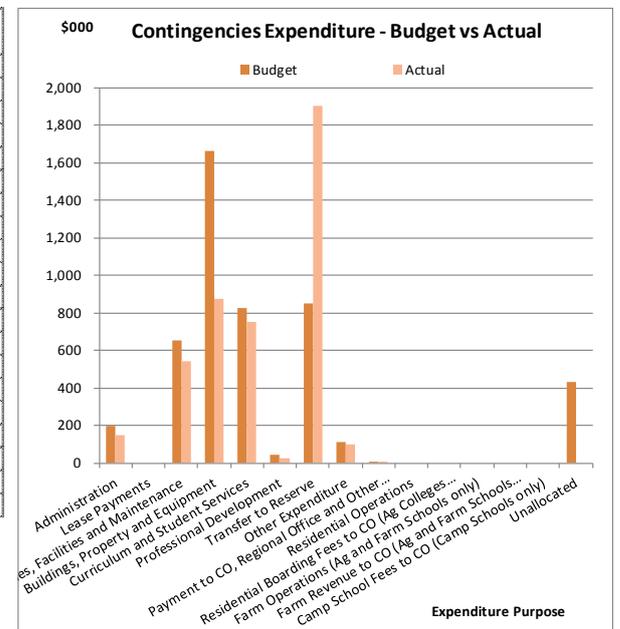


Financial Summary as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 105,692.00	\$ 105,991.00
2	Charges and Fees	\$ 1,153,420.00	\$ 1,154,673.58
3	Fees from Facilities Hire	\$ 15,200.00	\$ 12,942.05
4	Fundraising/Donations/Sponsorships	\$ 76,763.00	\$ 81,544.15
5	Commonwealth Govt Revenues	\$ 8,217.00	\$ 8,217.00
6	Other State Govt/Local Govt Revenues	\$ 25,793.00	\$ 25,793.33
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 142,922.00	\$ 146,229.60
9	Transfer from Reserve or DGR	\$ 49,242.00	\$ 49,242.20
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 1,577,249.00</b>	<b>\$ 1,584,632.91</b>
	<b>Opening Balance</b>	<b>\$ 378,000.00</b>	<b>\$ 378,000.29</b>
	<b>Student Centred Funding</b>	<b>\$ 2,819,426.00</b>	<b>\$ 2,819,425.67</b>
	<b>Total Cash Funds Available</b>	<b>\$ 4,774,675.00</b>	<b>\$ 4,782,058.87</b>
	<b>Total Salary Allocation</b>	<b>\$ 12,943,160.00</b>	<b>\$ 12,943,160.00</b>
	<b>Total Funds Available</b>	<b>\$ 17,717,835.00</b>	<b>\$ 17,725,218.87</b>



	Expenditure	Budget	Actual
1	Administration	\$ 198,357.59	\$ 149,996.80
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 653,020.00	\$ 538,790.44
4	Buildings, Property and Equipment	\$ 1,662,297.50	\$ 875,268.73
5	Curriculum and Student Services	\$ 824,793.87	\$ 750,166.81
6	Professional Development	\$ 40,523.79	\$ 25,308.12
7	Transfer to Reserve	\$ 850,000.00	\$ 1,904,000.00
8	Other Expenditure	\$ 109,637.00	\$ 96,196.90
9	Payment to CO, Regional Office and Other Schools	\$ 6,077.00	\$ 96.00
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)	\$ -	\$ -
15	Unallocated	\$ 429,968.25	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 4,774,675.00</b>	<b>\$ 4,339,823.80</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 12,766,862.00</b>	<b>\$ 12,766,862.00</b>
	<b>Total Expenditure</b>	<b>\$ 17,541,537.00</b>	<b>\$ 17,106,685.80</b>



**Cash Position as at:**

<b>Bank Balance</b>	<b>\$ 3,727,278.91</b>
Made up of:	\$ -
1 General Fund Balance	\$ 442,235.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 3,234,625.79
5 Suspense Accounts	\$ 74,598.05
6 Cash Advances	\$ 700.00
7 Tax Position	\$ 23,480.00
<b>Total Bank Balance</b>	<b>\$ 3,727,278.91</b>