



MELVILLE  
SENIOR HIGH SCHOOL

# Melville Senior High School Annual Report 2018



CONFIDENT INNOVATIVE SUCCESSFUL

An Independent Public School Awarded Top Public School

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The Melville Senior High School community respectfully acknowledges the traditional owners of the land on which our school is built, the Whadjuk people of the Noongar nation, and pay our respects to their elders both past and present.

## INTRODUCTION

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2018 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 2018 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 of course reflected in the excellent results of our Year 12 students who, in 2018, finished 12 or more years of primary and secondary education.

In 2018, 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 endorsement as not only a top performing WA school but also a world class public school. We received this recognition for the following:

- 100% WACE achievement under the still relatively new measures that includes OLNA (the 'like' school average was 95% while the public school average was 89%)
- 100% Attainment (the 'like school average was 97% while the public-school average was 96%);
- 100% Certificate 2 or 3 completion
- 9th best public school and 36th best public or private school in the state based on our Median ATAR of 85.6 for TISC applicants (the 'like' school average was 81.9 while the public school average was 79.5)
- One student achieved an ATAR of 99+ (the so called all state '99 Club')
- 11 students achieved an ATAR of 95+ gaining entry into the Melville '95 Club'
- One student received a Subject Exhibition for achieving the highest examination mark in an ATAR course
- Two students received a Subject Certificate of Excellence for achieving in the top 0.5% of students in an ATAR course
- Five ATAR courses were identified as 'Leading Courses' for students scoring in the top 15% of the all state average
- Students in 15 courses scored above the all state average
- Seven students received a School Curriculum and Standards Authority (SCSA) Certificate of Distinction and 19 a SCSA Certificate of Merit Award

## YEAR 12 ATAR HIGH ACHIEVERS

### Subject Exhibition

Rebecca Whitehurst ATAR Health Studies

### Dux VET

Tyleisha Barton

### Dux ATAR

Jessie Wang

### Subject Certificate of Excellence

Kate Burns ATAR Health Studies

### Certificate of Distinction

Sarah Birch

Nur Adibah Izzati Binti Hashim

Anushree Arunkumar

Eliza Lock

Kristina Shtanko

Sophie Tremaine-Hill

Jessie Wang

### Melville SHS 99 Club

Jessie Wang 99.90

### Melville SHS 95 Club

Jessie Wang 99.90

Charles Morley-Wong 98.35

Jamie Lau 97.65

Sarah Birch 97.10

Audric De Guzman 96.85

Molly Clegg 95.80

Anushree Arunkumar 95.70

Wai Lun (Rico) Lee 95.65

Eliza Lock 95.65

Sophie Tremaine-Hill 95.60

Thomas Featherstone 95.15

### Certificate of Merit

Kate Burns

Molly Clegg

Randy De Guzman

Edie Duffy

Thomas Featherstone

Elsa Fuentes-Hare

Charlie Fico

Chloe Harcourt

Teerasak Hongsri

Tedra Morgan-Hind

Charles Morley-Wong

### Special Awards

Sam Hurst Memorial Award for Best Sportsman

Nathan Pond

Sam Hurst Memorial Award for Best Sportswoman

Faith Behan

Sportswoman of the Year

Jamie Lau

Sportsman of the Year

Basil Thomas

P & C Citizenship Award

Rachel Lawson

Caltex All Rounder Award

Jamie Lau

ADF leadership and Teamwork Award

Adam Mohd Azli

Cultural Award

Jioji Nawanawa

Personal Excellence Award

Sarah Birch

Murdoch University

Gifted and Talented Academic Excellence Award

Randy De Guzman

Ambassador Award

Max Nancarrow

Curtin University

Principal's Recommendation Awards

Randy De Guzman

Nur Adibah Izzati Binti Hashim

- 33% of our students received an ATAR of 90+ placing them in the top 10% of all Australian students
- 57% of our students received an ATAR of 80+ placing them in the top 20% of all Australian students

These results show that Melville SHS is routinely able to graduate students with a WACE and that these same students are well setup for entry into university, TAFE or the work place (100% WACE and 100% Attainment in 2018). This is something that we are very 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 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 averages in NAPLAN testing in literacy and numeracy. Year 9 Melville students were ranked as the twelfth 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 9.

Students' cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Melville Arts and Technologies programs. Throughout 2018, Arts and Technology students were involved in numerous Master Class programs on and off-site including the EV Challenge (see cover photo), multiple exhibitions, performances or competitions outlined in the 'Highlights' sections of this report. The Board would like to particularly acknowledge the significance of having three students selected to exhibit their work in the 2018 Year 12 Southern Perspectives, which is reserved for the most talented artists in the 2018 ATAR exams. This, along with the Arts and Technology Showcase (where many 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 (fifth year in A Division), placed sixth with three age group champions. This ranks Melville SHS as the sixth best Athletics public school in the state! Our other major inter-school sporting event was swimming and in 2018 our team came eighth in the A Division with one age group and one runner-up champion. Overall, Melville SHS was ranked as

the sixth best performing 'sports school' in the state based on the McMahon Shield competition, which ranks schools on the number of sports entered and the success in those sports compared to the student population of the school. Perhaps even more encouraging is that we placed third overall in the state based on sports participation!

Our other sporting teams, including netball, basketball, soccer, touch rugby, AFL, hockey, surfing, golf, cricket and volleyball all proved competitive and had considerable success winning through to championships at various levels within their respective codes. Of particular note were the year 7, 8 and 9 specialist Netball teams who each won their-lightning carnival championships, the Senior Girls Cricket team who won the Inter-School Championship and the Junior Girls Volleyball team who won the A Grade Inter-School Championship. In addition to school based achievements we were also proud of the numerous individual student accomplishments throughout 2018 at local, state and at the national level for a number of our students. These many successes demonstrate the breadth and depth of sporting talent, and illustrate that our co-curricular sports program are paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both at school and externally. Perhaps the strongest demonstration of this commitment in 2018 was through the Student Council, who raised funds across the school for a variety of worthy causes, including planning for our fourth World Challenge Expedition in 2018 which was to Mongolia! This said, 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. More specifically, 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. They also provided much needed support to local SES units and for school based events, where they always presented as proud ambassadors of our school hosting visiting dignitaries, parents and controlling traffic!

In addition to the ongoing provision of academic and non-academic programs throughout the year, 2018 was the fourth year of Year 7s in high school, which saw us with a semester 1 enrolment of around 1,430 students for the third year in a row. The Year 7 students have adapted well to secondary schooling and have continued to contribute to our excellent achievements in the academic, sporting, cultural and citizenship domains.

## OTHER ACADEMIC HIGHLIGHTS

Throughout 2018 Melville SHS continued to implement plans for the ongoing improvement of the school's built environment. After completing a five year building program in 2017 that saw all of our classrooms adapted to better suit twenty-first century pedagogy and enhance teaching and learning, in January 2018 we fully occupied the newly completed Student Services Centre. In January we also commenced work in earnest on the construction of a new Administrative and Executive building, which sought to provide an entrance statement worthy of a world class school and unify the front of the school in an attractive yet functional way. The new Administration and Executive Centre was officially opened on 29th October 2018 and we've had feedback that it is a masterly combination of elegant form and function. 2018 also saw the commencement of the new State Government funded \$4.5m Performing Arts Theatre which is due for completion in late 2019.

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, 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 and non-teaching staff and the links with our students, parents and wider community at Melville SHS were evidenced by our ever growing reputation for being the school of choice in our local area.

As a school, we embrace a culture of continual improvement and we look forward to 2019 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

### English

- Year 8 Gifted and Talented students won Australia-wide Word Mania
- Year 10 *Book in a Day* team received the Highly Commended award (second place)
- Year 12 student Mina Wallace poem selected in *Primo Lux Journal* from over 200 poems
- Debating

### Maths

- Year 10 Rexton Ly and Year 8 Mungekar Arjun were Prize Winners in the ACM Australian Mathematics Competition
- Year 7 team won the Secondary NUMERO competition
- Have Sum Fun Year 7 and 8 team finished fourth out of 32 teams

### Science

- RoboCup Junior WA competition

### HASS

- Year 11 and 12 Canberra Tour
- Dolphin Watch
- Politics and Law mock trials at the Supreme Court of WA

### Languages - Chinese

- Year 12 student Izzati Hashim (Second Language), Year 11 student Helena Lu (First Language) and Year 10 student Eunice Tan ( Chinese Background) won their category in the Australia China Friendship Society WA Awards

### Aviation

- Year 10 student Dean Morris won a \$15000 *Pilots of Tomorrow* scholarship
- Year 10 student Ben Seow went solo
- Year 11 student Priyen Moodley went solo
- Year 9 Aviation students introduced to *DJI Phantom* and *Spark* drones
- Come Fly With Me course introduced to Year 6 students

### STEM

- First in A Class and third in B Class Ev Electronic Car Challenge

### Other

- Year 7 and 9 NAPLAN Results students have collectively exceeded state, national and like school averages
- Principal, Phil White was made a Harvard Fellow

# 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); 1.2 (Teacher Judgment Data); 1.4 (Pedagogical Change); 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 Implementation of STEM Initiatives and 3.3 (Effective Uptake of ICT Among Staff and Students).

## National Assessment Program Literacy and Numeracy (NAPLAN) (Business Plan Targets 1.1.1 - 1.1.4)

The National Assessment Program - Literacy and Numeracy (NAPLAN) is a nationwide standardised test for students in Years 3, 5, 7 and 9, which assesses the capabilities of students in the areas of reading, writing, spelling, numeracy, grammar and punctuation. Scores compare the mean (or average) achievement of Melville students with DoE, Like Schools and Australian schools. As can be seen in the table below, Melville had a higher mean achievement rate in each test area when compared to DoE, Like Schools and Australian schools in both Years 7 and 9 in all NAPLAN test areas. Melville also had a higher progress rate overall when averaged out in each test area across Like and DOE schools, which supports the achievement of Target 1.1.1 that measures the overall progress (from Year 7 to 9) and achievement of student performance in NAPLAN.

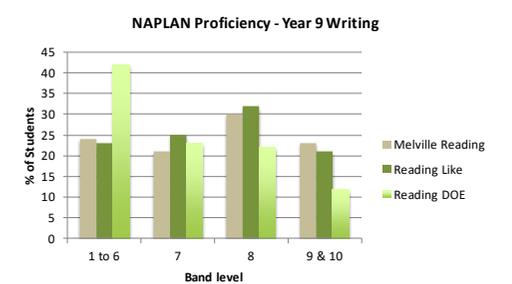
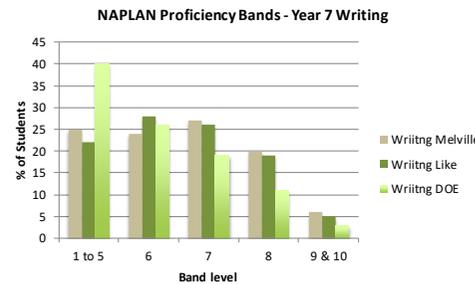
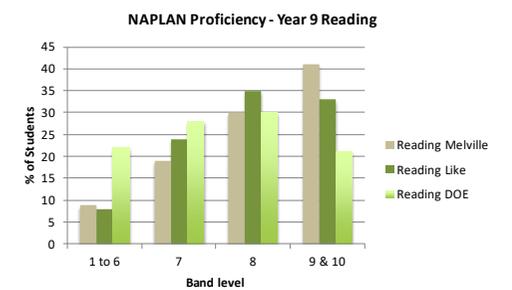
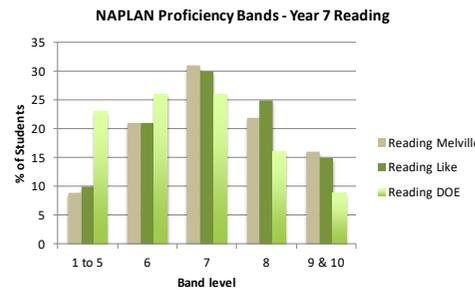
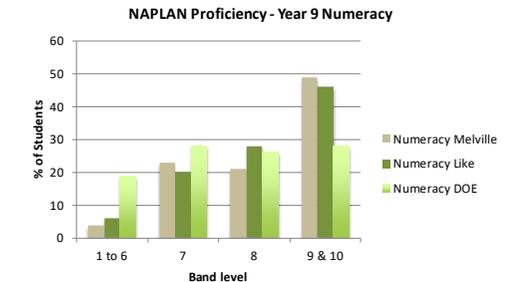
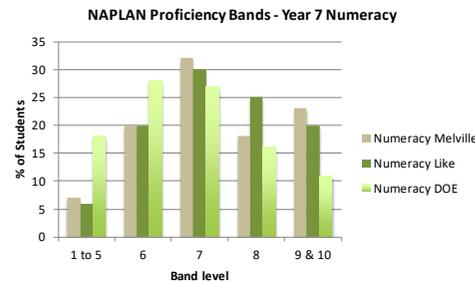
Scores provided in NAPLAN are an indication of student achievement and are also expressed in band levels, with the higher the band the higher the achievement level. It should be noted that due to the relatively short time Year 7 students have spent in high school before taking the NAPLAN test, their results are not considered in determining target achievement unless explicitly stated in the target wording.

The percentage of students achieving at or below the minimum national standard (Band 1 to 5 for Year 7 and Band 1 to 6 for Year 9) at Melville SHS in NAPLAN 9 (see graphs below) was lower than DoE schools in all test areas, lower than Like Schools in numeracy, the same as Like Schools for spelling and marginally

Summary of School Year 7 NAPLAN Results Compared to Australian, State and Like School Mean					
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Australian School Mean	542	502	545	544	548
State Mean	539	505	545	542	549
Melville SHS Mean	561	528	568	572	574
Like School Mean	557	526	559	566	568

Summary of School Year 9 NAPLAN Results Compared to Australian, State and Like School Mean					
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Australian School Mean	584	542	583	580	596
State Mean	589	551	586	585	602
Melville SHS Mean	614	574	613	614	634
Like School Mean	604	572	596	604	622



## ARTS & TECHNOLOGIES - HIGHLIGHTS

higher than Like Schools in reading (by 1%), writing (by 1.5%) and grammar and punctuation (1%), which on balance indicates achievement of Target 1.1.2. It is recommended that in 2019, the Literacy and Numeracy Support Team in partnership with the relevant classroom teachers continue to identify students at or below minimum standard upon entry into Melville SHS and continue to provide a targeted support program tailored to meet each student's needs to progress to the benchmark in each test area. A second recommendation for 2019 is that a discrete 'Focus' class (of no more than 22 students) in both Year 7 and 8 be timetabled with one specialist teacher trained in the delivery of explicit literacy (with a focus on writing) and numeracy strategies to reduce the number of students achieving at or below the national minimum standard.

Maths and English teachers, the RISE Engagement Program teachers and the Literacy and Numeracy Team continue to monitor the Years 7 and 9 NAPLAN performances of our identified groups including Aboriginal and Torres Strait Islander students (ATSI), English as an Additional Language students (EAL), Gifted and Talented students (G&T) and Students at Educational Risk (SAER) against Band 8. A variety of strategies throughout 2018 continued to be implemented to improve the number of these students achieving Band 8, indicating the achievement of target 1.1.3.

It is also recommended that close, ongoing monitoring of these students continues throughout Year 8 and in term 1 of Year 9, before sitting their final NAPLAN in early term 2. Under the leadership of the Deputy Principal Middle School and Senior School, a range of literacy and numeracy strategies have been developed and implemented to support better outcomes for all students (including ATSI, EAL, G&T and SAER). This has been implemented by English and Maths Departments, the Literacy and Numeracy Support Team and the Literacy and Numeracy Committees in partnership with the relevant classroom teachers and will continue to remain a priority focus at Melville in 2019. We are highly committed to improving literacy and numeracy results for all students, making us well resourced to meet the individual needs of different groups of students across the school (achieving targets 1.1.3 & 1.14) through:

- Explicit teaching of literacy and numeracy skills in English and Mathematics
- Small-group intervention and individual student tuition
- Embedded literacy (including digital literacy) and numeracy teaching across all learning areas in the school

### **Perspectives:**

- Year 12 student Stella Gray Broun selected for Year 12 Media Perspectives for her short film.
- Southern Perspective entries Year 12 Kristina Shtanko (sculpture), Edie Duffy's (oil painting) and Sarah Birch (photos)

### **Young Originals exhibitors:**

- Year 12 Edie Duffy (painting selected)
- Year 7 Graphic Design Media student Charlotte Edge (video selected)

### **Atwell Art Awards:**

- Year 9 Ceramics and Sculpture class students received Highly Commended Award for the group project 'Mugs on Mugs'

### **St George's Art Awards:**

- Year 12 students Kristina Shtanko, Stella Gray Broun and Nene Naganuma had art works selected

### **Melville Art Awards**

- Year 12 student Edie Duffy won the Youth Award for her oil painting .

### **Electronic Vehicle Challenge Team:**

- Winner A Class Electronic Vehicle Challenge

### **Creative Computing**

- Year 10 LeAnn Yap received a perfect score *Grok Learning's Intermediate Web Competition*

### **Music in Focus IMSS Festivals:**

- Senior Concert Band received a Merit
- Junior Classical Guitar Ensemble received an Excellent
- Senior Classical Guitar Ensemble received an Outstanding
- Swing Band received a Merit and Front Line Certificate of Excellence
- Intermediate Concert Band received an Excellent
- Senior Rock Band received an Excellent

### **Other:**

- Shaun Tan Award
- City of Melville Art Awards Visual Arts section
- 25under25 City of Fremantle Art Award

- Ongoing engagement of parents in student literacy development to support better literacy and numeracy outcomes for students
- Extension based literacy and numeracy development strategies to support our G&T students (and others) to achieve Band 8, 9 and 10 in NAPLAN
- On-line NAPLAN readiness testing for 2019

It is recommended that these strategies continue to be implemented in 2020, in addition to the many other literacy and numeracy based strategies contained in learning area operational plans and in the Literacy and Numeracy support team's operational plan.

The results obtained from NAPLAN testing in Year 9, form the basis for developing and implementing improvement strategies in the Online Literacy and Numeracy Assessments (OLNA) which needs to be taken by students across Years 10 to 12 until they pass in the three test areas of Reading, Writing and Numeracy. Not surprisingly, the data shows an increasing number of students gaining OLNA qualification from Years 10 to 12, indicating achievement of target 1.1.5. This provides the school and its community with direct evidence that the strategies implemented through explicit classroom teaching strategies, small-group intervention and individual tuition have been successful in helping students pass the OLNA.

The Literacy and Numeracy Support Team continue to provide small group and one-on-one intervention and support to Year 10, 11 and 12 students to pass OLNA. Also, through the consistent use of the customised NAPLAN Assessment Tool (CNAP), have been able to support literacy and numeracy development by identifying individual student weaknesses from Year 9 NAPLAN results and then provide targeted intervention and program resources in areas for student development.

In 2019, it is recommended that the Literacy Support Team and HOLA's of English and Maths continue to promote the use of CNAP amongst teachers to support literacy and numeracy development and NAPLAN/OLNA target achievement for students from Year 7 to 12. In addition, it is recommended that the parents of these students are provided with the relevant learning resources, so they too can actively participate in their child's literacy and numeracy development and work in partnership with the school.

As a result of implementing these strategies, while 34.3% of our Year 12s pre-qualified for OLNA when they were in Year 9, by the end of Year 12, 100% were

qualified (compared with an average of 92.8% in Like Schools and 90.7% state schools - achieving target 1.1.5). The development and implementation of the Whole-school Operational Plan 2018 - 2020, Learning Areas Operational Plans, the Whole-school Literacy Plan and the continued work of the Literacy and Numeracy Committees and Literacy and Numeracy Support Teams, will ensure that whole-school literacy strategies and targeted literacy support for students continues in 2019 and beyond. The School Executive Team, along with Heads of Learning Area and individual teaching staff will continue to closely track the progress of student performance in NAPLAN 7 and 9 (with a particularly strong focus on writing), extending this to OLNA for Years 10 to 12 (Target 1.1.5) to support the achievement of relevant targets in Business Plan 2018 - 2020.

The school continues to aspire to ensure all students achieve their English language competency (which requires students to achieve a scaled score of 50% or higher in their final English WACE exam) and have implemented strategies to ensure they succeed in their Year 12 ATAR exam throughout 2018. These strategies include:

1. Early identification of students at-risk of not passing their exam
2. More explicit exam revision strategies
3. After-school homework tutoring classes
4. More consistent exam preparation strategies from Years 7 to 12 and
5. Additional tuition (with a focus on exam performance) to be provided to students where required.

In 2017, 27% of students were not successful in achieving their English language competency, however, in 2018 the number of students was reduced to only 11%. This provides evidence that the strategies implemented are having a positive impact on the number of students achieving their English language competence and indicates the achievement of target 1.1.7.

Our dedicated Whole-school Literacy and Numeracy Committee and all learning areas implement a range of strategies to maximize student progress and achievement outcomes in NAPLAN and OLNA testing and to support achievement in all subject based assessments. These strategies are evident in classrooms across the school (particularly in Maths and English) and the work of the Whole-school Literacy Committee and is complimented by the efforts of all classroom teachers. In achieving target 1.1.8 the committees devised successful whole school initiatives that have been implemented by all learning areas across the school and include:

- Up-skilling teachers to acquire NAPLAN data on specific students to inform planning of lessons to most effectively meet the individual literacy needs of students.
- Up-skilling teachers in the use of CNAP to identify individual areas of student strength and weakness and to provide individualised intervention resources to support literacy and numeracy improvement.
- Identifying and targeting students below literacy and numeracy benchmarks with timely intervention strategies
- Using diagnostic data (from prior tests) to identify individual strengths and weaknesses in student knowledge and understandings
- Developing personalised literacy programs for students to improve performance in the test areas required
- Extending higher performing students through the school's G&T and Academic Extension programs
- Learning areas continuing to implement whole-school literacy strategies, which continue to be emphasised across the whole school
- Baseline testing (by the Literacy Committee) to assess student writing strategies with the intent of delivering refined strategies across the school throughout 2018, before post-testing to measure the success of these strategies.
- Learning areas focusing on strategies that enhance student understanding of subject specific terminology, so that they can more effectively communicate their knowledge in written and oral assessments.
- Incorporating timed typing assessment tasks into a variety of learning areas to prepare students for on-line NAPLAN and to build their capacity to use their device effectively in alignment with the school BYOD policy.

### Teacher Judgment Data (Business Plan Targets 1.2.1 - 1.2.4) and Student Study Skills (Target 1.5.1)

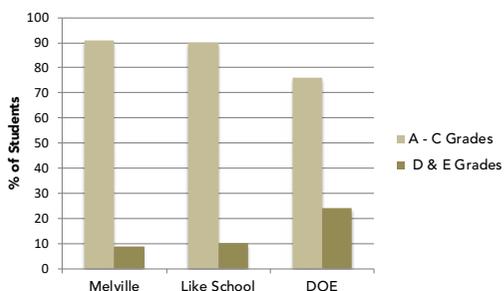
A student who receives a C grade is deemed to meet the standards typical of students in their year group, whereas students achieving an A or B grade are performing above or well above expected standards. These grades are awarded by teachers based on their judgement of student performance as set against mandated assessment guidelines provided by the School Curriculum and Standards Authority (SCSA).

During 2018, school performance in Years 7 to 10 showed that students outperformed state (DoE) and in the majority of cases, was better than Like Schools. More specifically a higher proportion of Melville SHS students attained an A grade or an A, B or C grade and fewer students received D or E grades across Years 7 to 10 than DoE and Like Schools, therefore achieving Target 1.2.1 and Target 1.2.2 (see the sample graphs below).

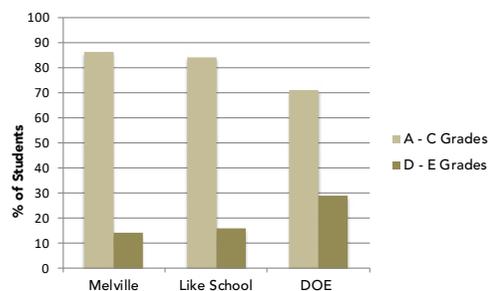
In order to maintain or improve on these results in 2019 it is recommended that:

- Formalised homework classes continue for all middle school year groups
- Heads of Learning Area work with Like Schools in ensuring comparability and moderation in course and assessment development
- Individual and small group tuition for identified students continues across Years 7 to 12.
- Teachers continue to use formative assessment strategies to identify gaps in student learning and to fill these gaps prior to summative assessments
- Teachers continue to use a broad repertoire of instructional strategies (explicit instruction, cooperative learning, ICT based instructional platforms etc) to promote student engagement

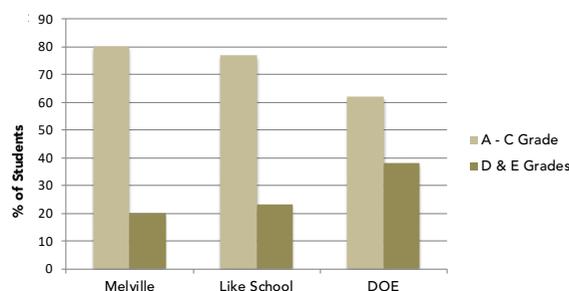
Year 7 Grade Distribution HASS Semester 1 2018



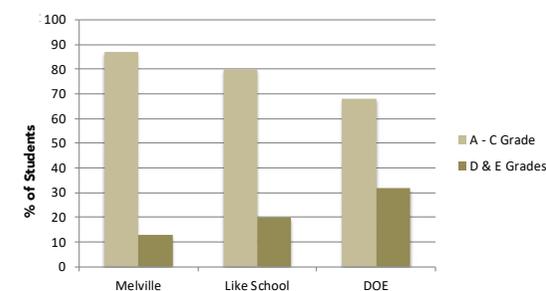
Year 8 Grade Distribution Science Semester 1 2018



Year 9 Grade Distribution Maths Semester 1 2018



Year 10 Grade Distribution English Semester 1 2018



- Teachers continue to implement low-key behaviour management skills as well as strategies that promote a safe, inclusive and accountable classroom environment that maximises active engagement from all students
- Heads of Learning Area continue to moderate student grade allocation in different academic pathways, across year groups and more broadly against Like & DOE schools for comparability to ensure fair, valid and accurate judgements on student (grade) achievements are made.

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 Years 7 to 10, it is recommended that the school's Curriculum Committee continue to refine streaming to ensure:

- Appropriate placement of Student at Educational Risk
- The review of student placement occurs on a regular (at least per semester) basis
- Student placement continues to meet their learning needs and aligns with their entry into the appropriate Senior School course pathway.

Enhanced by the use of formalised exams, the overall results achieved across Years 7 to 10 are a clear sign that our students are generally well prepared for Senior School by the time they completed Year 10. That said it is recommended that:

- Each learning area continues to focus on pedagogical strategies that increase the number of students achieving A-C grades in Years 7 to 10
- That 'at risk' students are identified, monitored and actively supported, as required to reduce the percentage of D & E grades
- That learning areas continue to engage in regular internal and external moderation as a tool to ensure equity, fairness and State-wide comparability in regards to marking, assessment and grade allocation.

This particularly applies to groups identified in the Business Plan such as ATSI, ESL and G&T but also applies to students with learning disabilities.

The use of the Elevate study skills program across Years 7 to 12 continued in 2018 (achieving 1.5.1) and had a direct impact on building the capacity of students to perform successfully in classroom-based assessments by providing the skills

and scaffolds considered necessary for strong performance in Senior School pathways. After five years of usage, it is considered timely to review the use of Elevate in 2019. It is recommended at the same time to review and quantify the strategies and their success through the collection of staff and student survey results as well as longitudinal tracking of Senior School performance for those who have taken part in the Elevate study skills program. This will help to determine whether the students agree that the Elevate Program is equipping them effectively with the study skills required for Senior School success, or whether the school needs to consider a different provider and/or approach to our current study skills program.

### **Pedagogical Change (Business Plan Targets 1.4.1 - 1.4.3)**

During 2018, the school continued a targeted approach to improving pedagogy, particularly focusing on a program of maximising student engagement and active participation in classroom learning, through the use of a broad repertoire of instructional strategies (achieving Target 1.4.1). Staff continued to be engaged in the well renowned Classroom Management Instructional Strategies (CMIS) Professional Learning Program on the first PD day each term. This was the first in a three year whole-school program to build the capacity of staff to incorporate highly effective, research based CMIS into all classrooms across the school.

The school continued its commitment to training a number of staff to become qualified Conference Accredited Trainers in CMIS (achieving 1.4.2). This training has now been completed by six staff members, who are now delivering the program across the school. It is recommended that training existing and new permanent staff in CMIS continues to take place with staff who have not yet completed any of the foundation level instructional strategies professional learning.

Throughout 2018, staff across the school have also been provided with the opportunity to have a conference accredited classroom management skills trainer come into their classroom to provide observational feedback regarding their use of instructional strategies. It is recommended this continues in 2019 and that the trainers observe at least one lesson a semester by a graduate teaching staff member to support their development from graduate teacher status to the proficient level as outlined in the AITSL teacher standards.

In 2018, 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 provided formal feedback. This process was

## SPORTING HIGHLIGHTS

also supported by the already well-established practice of 'peer to peer' observation and self-reflection through the use of *Swivls* (robots that swivel an iPad intelligently to capture video as the speaker moves) and other recording devices. Melville SHS has long been recognised as a leading school in the area of classroom observation (achieving Target 1.4.3). It is recommended that classroom observation continues to be embedded into the daily practice of all teachers in 2019 and that they be introduced to the 'triads' model of lesson observation to remain up to date with current and effective practice.

### 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 to sustain and increase the numbers of students in our four state-wide accredited specialist programs, specifically a Gifted and Talented Academic Education Program (G&T), Aviation Studies, Graphic Design Media (GDM) 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 2018, the demand for selection into these programs continued, with entry testing seeing in excess of 365 candidates. The specialist program Teachers in Charge worked together in 2018 to refine a tailored Good Standing Policy, for the purpose of further improving the standard of communication received by parents in relation to their child's academic, behavioural and social development.

The Aviation, Music and GDM programs continued to be supported by strong and active parent support groups. Each of these groups were involved in developing the Engagement Policy while also providing supplementary funding support. This funding has enriched the programs and learning experiences offered to these students and has been very much appreciated by the school. Recommendations for 2019 onwards is to focus on certificates and outside short courses that can provide students with qualification in their chosen interest area, eg. Drone certificate for all Year 10 Aviation students. In addition to this, it is recommended that the Specialist Netball program continues to embed the delivery of coaching and umpiring efforts at Primary Schools in our local Riverside Network.

### McMahon Shield for inter-school sport

- Melville SHS was overall fifth best school in the state and third best for participation

#### Teams

		Place
• Inter-school Volleyball	Junior Girls A Grade	First
	Junior Girls B Grades	Second and Third
• Year 7 Lightning Carnival	Year 7 Netball Specialist teams	First A1, A2 and B1
	Girls B Basketball	Second
• Year 9 Lightning Carnival	A1 Netball A Div Specialist	First
	A2 Champions Boys Soccer	Second
• Year 8 Lightning Carnival	A1 Netball A Div Specialist	First
	A2 Netball A Div Specialist	First
	AFL B Division team came	First
• Senior Girls Cricket Team	Inter-school Championship	First

#### Athletics A Division - Fifth Place

- Year 8 Prince Pommet Champion Boy
- Year 9 Danielle Wardle Champion Girl
- Year 11 Daniella Titoko Champion Girl

#### Swimming A Division - Eighth Place

- Year 9 Amelie Prinsloo Individual Champion Girl
- Year 7 Eben Prinsloo Runner Up Champion Boy

#### State Representation

- Year 7 Mia Karehana School Sports WA Netball State team U12
- Year 8 Maddison Taplin School Sport WA Diving Representative
- Year 9 Emma Beros National water polo championships
- Year 9 Amelie Prinsloo National Surf Lifesaving Championships (Bronze)
- Year 9 Amelie Prinsloo Swimming National 13 Year Championships
- Year 10 Aurorah Burling School Sport WA Under 15 Volleyball
- Year 10 Celest Johns National Synchronised Swim team
- Year 10 Carl Dias WA State U15 Soccer team
- Year 11 Lewis Rigden School Sports WA Baseball Team
- Year 12 Jamie Lau WA Under 18 tennis team
- Teacher Ms Susan Gerrard Coach of State U15 SSWA Netball team

#### Australian Representation

- Year 10 Sam McCullough U18 ISA World Stand Up Paddle board

#### Other Highlights

- Year 4 and 5 Primary School Netball Carnival
- Rottneest Netball Team Building Camp
- Bi-annual Singapore Specialist Netball Tour

### Leading Curriculum Change (Business Plan Targets 3.1.1 and 3.3.1)

Western Australian public and private schools have experienced significant curriculum change as the new Western Australian Curriculum (encompassing the Australian Curriculum Phases 1, 2 and 3) continues to be implemented (achieving Target 3.1.1). During 2018, Melville SHS had the third group of Senior School students complete the new WACE. The results (outlined in the Senior School section of this annual report) show that this change was managed successfully. The new curriculum across Years 7 to 10 in the areas of HPE, HASS and the Arts has been successfully implemented and reported on in accordance with the time-line mandated by SCSA. These three departments implemented the new WA curriculum a year before the mandated time-line, which meant 2018 was more a year of 'refining', as opposed to a year of 'trialing' the new curriculum requirements.

The Arts and Technology learning area has implemented and reported on the new WA curriculum throughout 2018 and are fully abreast of the breadth and depth requirements of the different curriculum contexts that need to be offered to students for compliance with SCSA. The Languages department have until 2022 to complete full-implementation of the WA Curriculum. Throughout 2018, the school's Curriculum Committee met on a fortnightly basis to examine in detail curriculum, assessment and reporting. As a committee they lead strategies and practice for driving improvements in curriculum, teaching and learning across the whole-school and it is recommended that the Curriculum Committee continue to meet on a fortnightly basis next year.

Throughout 2018, Melville SHS continued to be part of the Riverside Network (made up of eight local primary and one other secondary school) coordinating shared moderation tasks between Years 6 to 8. Melville continues to take on the role as the lead school in successfully moderating tasks and Connect groups for these year groups. These Connect communities share teaching resources and assessment strategies across all the schools to build an extended professional network of teachers dedicated to improving teaching and learning outcomes for students. The Riverside Network also seeks to bring together Melville SHS with its local feeder primary schools to ensure a smoother transition for students from primary school into secondary school. A key part of the networking with local primary schools is to ensure that subject programming in Year 6 Maths, English, Science and HASS aligns and progresses sequentially with the Year 7 curriculum in each subject area to support incoming Melville SHS students to make a successful academic transition into Year 7.

### Foci 3.2 Implementation of STEM Initiatives

In 2018, a number of STEM initiatives were implemented across the school including the 'Creator Kids Program', which provided different classes across Years 7 and 8 with entrepreneurial workshops. Students looked at how technologies could be used to solve real-life problems and developed their own technological project prototypes (to solve a real life problem). This was presented to the School Executive, parents and peers.

As part of a partnership initiative between Curtin University and G&T Science, a progressive plan from Years 7 to 9 has been implemented to teach students robotics and coding. This increases in difficulty from basic (blocks) in Year 7 through to advanced coding and robotics in Year 9. As part of the mentoring program between Melville SHS and Melville Primary School, the Year 10 G&T class visited the young students to educate them on the robotic designs built in their Science class (including *micro:bits*, editions, *m bots* and lego mind storm), providing a wonderful introduction to STEM for our local primary school students.

Other STEM initiatives and highlights through 2018 included:

1. The Cross-curricular Electronic Vehicle (eV) Challenge was under the guidance of teachers Dion Manby, Matt Lord and Greg Allin. With a group of students from Years 7 to 12, they designed, built and raced two electronic vehicles. The 'design' aspect of this project was driven in the Year 11 Technical Design class, then handed over to complete the 'build' component by the Certificate II Engineering students. Prototypes were then tested in extra-curricular sessions after school (throughout the year) with the racing team. Competition day was at Hurricane Go-kart track in Wundowie in late November. Melville SHS won the A class (middle school grades) race with a driving team of Year 7 and 8 students and was placed fourth in the B class race of senior school students.
2. New Technologies Course - The Digital Engineering course has focused on learning how to use design/engineering processes and skills to solve problems using digital technologies. This includes integrating both new equipment (laser cutters and 3D printers) to model student work and web building projects into the AIT senior school course, for real clients.
3. The Integration of design processes across most Applied Technology Courses (in Arts & Tech) has provided a structure to house the practical application of STEM skills, concepts and processes to promote high student engagement in STEM learning due to the provision of 'hands on', authentic related learning experiences to encourage opportunities in senior school.

4. A revised Certificate II in Engineering in Materials, Design and Technology, Technical Graphics and AIT allowed students to acquire relevant foundation level knowledge and skills to transition into a Certificate IV (or diploma) in Engineering at TAFE, with the possibility of entry into a university based Engineering course.

Although it is evident that STEM initiatives are implemented and the school is achieving target 3.2, it is recommended that in 2019, a STEM Coordinator position be created (with 0.2 FTE) to form a central component of the Years 7 to 10 G&T program. This will enable further implementation of engaging STEM based learning opportunities for more students across the school.

Secondly, it is recommended that the appointed STEM Coordinator forms a committee with a representative from every learning area to identify 'easy to implement' STEM learning opportunities across the mainstream curriculum. This will enable STEM based initiatives (and/or concepts) to be seamlessly embedded into the curriculum and activities in all learning areas to further increase the interest and uptake of STEM across the school in all years.



#### **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 the 'Bring Your Own Device' program (BYOD). Following the allocation of funds for the wireless infill project, replacement and upgrades to the school server, the 'speed and connectivity' for devices has continued to improve in 2018, and all staff were provided with a new iPad throughout the year to continue with the school's commitment to engage staff in the consistent use of their device as a teaching and learning tool.

Staff were provided with ongoing iPad training, professional learning around the use of various teaching, learning apps and instructional platforms in the classroom. This has resulted in teachers incorporating a variety of ICT based instructional engagement strategies into their teaching to improve student learning outcomes. Similarly, at the start of the 2018, all lower school students were provided with a list of helpful apps to download onto their devices to support their organisational, study skills in reading, writing, digital literacy and resiliency. Additionally, the 'Have You Got Your 6' campaign was established in 2018 to educate students in the correct learning resources to bring to school each day to avoid being 'overloaded' and to promote successful academic and well-being outcomes. It is recommended that the 'Have You Got Your 6' campaign continues to be promoted at year group assemblies and by all teachers across the school in 2019.

As outlined in the Pedagogical Change section of this report, from 2016 to 2018 Melville contracted NEXT Learning to provide a shoulder-to-shoulder individualised professional learning program for six teachers per term. The last group of staff training took place in mid-2018. Overall the NEXT Learning Program has significantly enhanced the skills and knowledge of a large body of staff across the school with teachers continuing to share their newly acquired ICT instructional skills with one another and with learning activities. Staff continue to use the 3D printers and coding resources purchased and this technology has supported student learning and engagement in the Specialist Programs, and mainstream Science, Arts and Technologies classes.

Throughout 2018, Ms Deirdre Lewis (our ICT and Learning Resource Centre Manager) has also continued to run various ICT based instructional strategy workshops as well as electronic device training for both new and existing staff and it is recommended this continues in 2019. The school continued using Connect (a web-based software package provided by the DoE) to give students and parents all-hours access to course outlines and assessment programs,

as well as student marks and grades. The school developed a standardised approach to assist parents to find course and assessment outlines, relevant learning resources and it enabled parents to become more actively engaged in their child's learning.

In 2018, all staff were trained in the use of a new interactive learning (and information storing) platform called One-note, which is similar to Connect but allows teachers and students (and students collaboratively) to view resources including digital media and to edit or take notes on the documents uploaded as part of an extension to classroom based learning.

It is recommended that the uptake of Connect amongst new and existing parents continues to be a focus and that new parents are provided with the opportunity to attend a Connect information evening in early term 1, 2019. As a highly progressive school and following the increasing number of parents accessing Connect, Melville has continued with the successful initiative of distributing student reports via Connect throughout 2018. After a very successful electronic reporting trial in 2017 which saw over 90% of parents accessing their child's report on-line within a 24 hour period and with continued positive feedback, it is recommended that this new mode of report distribution continue into 2019 and remain standard practice. The rapid uptake of parents accessing reports shows ample evidence of widespread uptake of ICT among staff, students and parents and we assess that we are achieving Target 3.3.1.

#### **Gifted and Talented Secondary Selective Entrance Program (G&T)**

Throughout their six years at Melville SHS, G&T students have been provided with an array of extension courses, competitions and accelerated curriculum initiatives to help them succeed in their chosen school or university courses. New initiatives in the G&T Program throughout 2018 included:

- 'Genius Hour' extended learning area interests and trialled creative, entrepreneurial based project learning.
- A STEM-based 'Creator Kids' program to initiate creative, technological solutions to 'real world problems', through a combination of design and technology, robotics and/or coding, while building resiliency skills through an inquiry-based learning process.
- Year 11 and 12 G&T breakfasts to allow students to come together three times a term to interact, build positive relationships and to establish a broader network of academic support for one another.

It is recommended that continued opportunities to build partnerships with G&T alumni are explored as well as those with other educational providers to increase enrichment opportunities that compliment the WA curriculum. Also, that an awards evening and dinner be organised to acknowledge the academic achievements of students in the G&T Program from Years 7 to 12.

In 2018, our eleventh class of G&T students graduated, achieving a median ATAR of 85.8%. 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, Edith Cowan, Notre Dame and Curtin Universities.

Of the 2018 G&T graduating cohort, four students achieved an ATAR of above 95, gaining entry into the prestigious Melville SHS '95 Club'. Three students received a SCSA Subject Certificate of Distinction (for achieving in the top 0.5% of students in an ATAR exam state-wide) and another three received a SCSA Certificate of Merit for gaining 190-200 or 150-189 points respectively across 20 units of study in Years 11 and 12. Of the graduating G&T student cohort, 16 students (76%) achieved ATAR scores that gave them their first preference into university with the remainder achieving a Certificate II or higher having chosen to study at TAFE rather than university.

Due to the increasing number of students in the G&T Program, it is recommended that in 2019 the school appoints three G&T Coordinators to maximize the support, guidance and academic enrichment offered to each student in the program as follows:

1. Pedagogy and Staff Development
2. Curriculum Development and STEM
3. Public Relations and Student/Parent Support

Further, In 2019 it is recommended that:

- New G&T teaching staff undertake the GERRIC training to continue to build the knowledge and skills to maximize the performance of these students.
- The three G&T Coordinators apply the use of longitudinal tracking to better monitor the progress of all students in the program across Years 7 to 12.
- The graduating G&T students should be surveyed on the success of these strategies in improving teaching and learning and that a more robust database of their destinations be established.

## WHOLE SCHOOL REPORT YEARS 11 AND 12

The Senior School report addresses Business Plan Priority 1: Academic Achievement in general, targets 1.1.5 (OLNA) and 1.1.6 (English Language Competence), Foci 1.3: WACE Achievement in general and targets 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 (Target 1.3.1)

With changes to the way WACE (or Graduation) is determined coming into effect in 2016, it was anticipated that there would be a decline in the school's graduation rate. These changes included the requirement for students to demonstrate achievement of Literacy and Numeracy Standards through either achieving a Band 8 or better in NAPLAN 9 or via the Online Literacy and Numeracy Assessments (OLNA).

With this in mind, the 2018 Melville SHS Graduation (WACE completion) rate of 100% was outstanding with Melville being one of only a handful of schools to achieve this success. Our 2018 WACE completion rate was higher than 2017 (96%), well above the state average of 89% and our like school average of 95% (achieving Target 1.3.1). To continue improving on our WACE completion rate in 2019 it is recommended that:

- English and Maths staff retain the primary responsibility for explicitly preparing students in their classes who need to pass the literacy and/or numeracy component of the OLNA assessment
- The school continue to place Year 11 and 12 students who still need to pass the OLNA numeracy into a General Maths class for the explicit purpose of OLNA preparation and
- The school refines the individual, small group and collective tuition model (the Literacy and Numeracy Testing Support Team) that has been developed to work with students identified as 'at risk' of not gaining WACE due to OLNA requirements with a primary focus on 'at risk' Year 12 students.

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 and attaining a final scaled score of 50 in their English, English Literature or EALD exam. In 2018, 89% of students successfully achieved this important benchmark and in the process Target 1.1.6.

### WACE Achievement 2013 - 2017

Year	Eligible Year 12 Students	Percentage Achieving WACE
2014	85	100%
2015	155	100%
2016	147	95.2%
2017	186	96%
2018	190	100%

### Tertiary Entrance and Median ATAR (Target 1.3.2)

Of 190 Year 12 students, 93 students (40%) 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 83.25 (see next table). Altogether 71 (76%) of our students applying for University Entrance received an ATAR of 70+ which is considered high enough to get into university by direct or 'front door' entry. The 2018 Melville SHS Year 12 students achieved a median ATAR of 83.25 which exceeded the median ATAR average of both state (79.5) and like (81.85) schools satisfying the requirements of Target 1.3.2.

### Median Australian Tertiary Admissions Rank for TISC Applicants 2014 - 2018

Year	School	Like School	State
2014	73.2	73.3	75.6
2015	78.7	76	76.3
2016	80.55	77.8	78.2
2017	83.45	80.15	78.45
2018	85.60	81.85	79.50

So called 'front door' entrance into university not only requires the appropriate ATAR score but also requires students to satisfy the conditions for achieving a WACE plus a scaled score of greater than 50 in their ATAR English, Literature or EALD exam. In 2018, 10 (11%) ATAR students did not achieve a scaled score greater than 50 in their English ATAR exam (down from 27% in 2017, 19% in 2016), which is a significant improvement on our 2017 data and is testament to the exam improvement strategies implemented by our English department.

Some of the strategies that have been put in place to increase the number of students achieving their English language competence, or a scaled score greater than 50 in their WACE exam include:

- Identifying student weaknesses from NAPLAN 9, OLNA (if applicable) and past exam performance data
- Explicitly embedding exam preparation strategies taught to all students in the whole school Elevate program into classroom practice
- Implementing more effective moderation strategies
- Ensuring that the Middle School English curriculum (Years 7 to 9) and Year 10 and 11 classes are better prepared for Senior School exams
- Explicit exam preparation seminars are offered for Years 11 and 12 students

Overall the 2018 Year 12 students did extremely well in their ATAR exams:

- One student received an ATAR greater than 99 (Jessie Wang - top 1% of the state)
- 14 % of students received an ATAR greater than 95 (top 5% of the state)
- 33% of students received an ATAR in the 90s (top 10% of the state)
- 57% received an ATAR greater than 80 (top 20% of the state)
- 76% received an ATAR greater than 70 (top 30% of the state)
- 90% of our students achieved an ATAR of 55+ (top 45% of the state)
- Seven students (4%) received a state-wide Certificate of Distinction (listed page 3)
- 19 students (10%) received a Certificate of Merit (listed page 3)

The total of 14% of students receiving a Certificate of Distinction or Merit meets target 1.3.4.

In addition to Certificates of Distinction or Merit, two students, Rebecca Whitehurst and Kate Burns, received a School Curriculum and Standards Authority Subject Certificate of Excellence in Health Studies for gaining the top mark in the state. Rebecca Whitehurst also achieved a Subject Exhibition Award for Health Studies (for being the top achieving student in the state). Jessie Wang (school Academic Dux in 2018) received a maximum ATAR score of 99.90 and gained entry into the school's exclusive '99 club'. An additional 10 students (listed on page 3) achieved an ATAR greater than 95 and were therefore inducted into the Melville SHS 95 Club together with Jessie.

Two of the Year 12 ATAR courses at Melville SHS had the highest performing students across the state in Health Studies, and we had five leading courses where the combined student scores were in the top 15% of all students in the

state. These leading courses included: Health Studies, Media and Production Analysis, Visual Arts, Design and EALD, all achieving well above their expected state mean.

Finally, 15 of our Year 12 courses had a WACE exam mark higher than the Department of Education state average: Health Studies, Chinese First and Second Language, Chemistry, Biology, Physics, Human Biology, Mathematics Methods, Mathematics Specialist, Design, Media Production and Analysis, English Literature, EALD, English and Visual Arts.

The WACE median ATAR of 85.60 for TISC applicants (83.25 for all applicants) meets Business Plan target of 1.3.2 and the percentage of students achieving an ATAR score of 80+ (55%) is outstanding. The number of students (76%) receiving a scaled score of 75+ in one or more ATAR courses is significantly higher than the previous year (see table below). It is therefore recommended for 2019 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 through the Elevate study skills program are embedded into the classroom practice of all learning areas
- Continue to focus on individual goal-setting for students and extend access to exam revision seminars into Year 12.
- Continue with school revision holiday programs.

With this clear exam focus in mind it is anticipated that the school will sustain or improve the ranking of ninth Best Public School in the state based on the TISC Median ATAR score.

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+
2014	37	5	14%
2015	95	25	26%
2016	64	28	44%
2017	93	28	30%
2018	93	47	50.5%

## CULTURAL HIGHLIGHTS

### Attainment Rate (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) in their WACE. 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 2018 Melville achieved an outstanding attainment rate of 100% compared to the state average of 96% and the like school average of 97% (achieving Target 1.3.3).

### Vocational Education

In 2018, 164 Year 12 students (71%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 164 students (100%) of these completed a Certificate II or higher.

### 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. From 242 students enrolled in Year 10 in 2016, or who subsequently enrolled at Melville in 2017 or 2018, 52 chose to leave school before they completed Year 12. Of these, 24 (or 10%) either successfully transitioned to a Vocational Education and Training placement in off-site locations or to other educational and/or training opportunities, 12 (or 23%) transitioned into meaningful employment and 11 (or 21%) moved schools, or moved interstate or overseas. However, five students (2%) left school without us knowing what post school pathway they were entering.

Year 12 Participation in ATAR and/or VET Courses

Year	Eligible Year 12s	Number acquiring an ATAR		VET number in a Cert II or higher		VET number completing a Cert II or higher	
		Count	Percentage	Count	Percentage	Count	Percentage
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%
2017	186	93	50%	160	72%	160	100%
2018	190	93	40%	164	71%	164	100%

- World Challenge Expedition to Mongolia
- Year 10 students Lora Tran and Melody Amalfi travelled to Thailand for the Quiet Lion Tour
- Year 10 student Dean Morris received a Duke of Edinburgh Bronze Award
- Year 10 student Dean Morris awarded the title of Junior Ambassador of the RSPCA
- Year 12 Aviation student and Air Force Cadet Stuart Archibald is Returned Services League WA Cadet of the Year.
- Year 12 student Jamie Lau, (pictured below with Olympian Lauren Mitchell) won the de Coubertin Australian Olympic Committee Award to celebrate not only the elite sports people, but those that also display strong character and ideals, representing their school at the highest standard, both on and off the field



## INTENSIVE ENGLISH CENTRE

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 2018 Years 11 and 12 retention rate of 89% 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 2019 that Melville SHS implement strategies to track the small percentage of students who simply 'drop out', although it is noted that this is never easy to do.

### Summary of Year 12 Academic Successes in 2018

In 2018 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 Subject Exhibition
- Two Certificates of Excellence
- One student in the state's '99' Club
- 11 students in the school's '95' Club
- 15 courses scored above the state average
- 12% in the top 5% ATAR scores in the state
- 33% in the top 10% ATAR scores in the state (90 + ATAR)
- 57% in the top 20% ATAR scores in the state (80 + ATAR)
- 100% OLNA qualification rate (achieving Business Plan target 1.1.5)
- A 100% WACE graduation rate (achieving Business Plan target 1.3.1)
- A median ATAR for TISC applicants of 85.60 and for all student of 83.25 (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)
- 7 students received a School Curriculum and Standards Authority Certificate of Distinction (contributing to achieving Business Plan target 1.3.4)
- 19 students received a School Curriculum and Standards Authority Certificate of Merit (contributing to achieving Business Plan target 1.3.4).

The Intensive English Centre's focus and targets on literacy and numeracy reflect those articulated in the Melville Senior High School's Business Plan. This vision is realised through quality curriculum delivery, scaffolded student learning, staff support and team effort in fostering a positive and engaging learning environment.

The twelve-month IEC English language program, is delivered to eligible Phase 1 students within the early stages of their English language acquisition - those who are newly arrived in WA. In their second year, the Phase 2 English as a Second Language/Dialect (EAL/D) program continues in mainstream classes, providing a further two years of ESL support whilst meeting secondary school curriculum requirements.

The achievement target for EAL/D students following completion of Phase 1 of second language learning is level 3 & 4, based on the WA EAL/D Progress Map. This target in speaking/listening, reading and writing is an achievable target for motivated, well performing students.

In 2018 Transition (T) students were streamed into three exiting classes, with T1 being the highest achievers and T3 the lowest. Some students in the lower ability classes had limited schooling and were 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. Student graduation from the IEC into mainstream classes occurs in both June and December.

The table represents the achievement levels of 2018 graduating students in semesters 1 and 2. In both cases, achievement levels were as expected and pleasing. Those students at level 3 have achieved this level and are working in level 4. As language acquisition is developmental, these students would be classified as needing more time.

Skilled, scaffolded student learning is provided by specialist EAL/D teachers within the IEC for Phase 1 students and continued by mainstream English EAL/D specialists for Phase 2.

Specific focus on phoneme and grapheme recognition, sentence and paragraph construction, grammar, comprehension skills, writing extended responses and complete essays, NAPLAN and OLNA preparation are all key components of the IEC learning program. This comprehensive program ensures the IEC students are well prepared for the next level of language learning.

Data and Result Summary Percentages for Graduating Cohort Semester 1, 2018 - Total 27 students				
	Percentage of students achieving each level			
	Level 4+	Level 3	Level 2	Level 1B
Listening	81%	15%	4%	0%
Speaking	81%	19%	0%	0%
Reading	70%	26%	4%	0%
Writing	81%	15%	4%	0%
Semester 2, 2018 - Total 39 students				
	Level 4	Level 3	Level 2	Level 1B
Listening	56%	34%	10%	0%
Speaking	56%	23%	21%	0%
Reading	56%	26%	13%	5%
Writing	56%	23%	21%	3%

Some students pick up language skills 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 support in mainstream schools and will be at significant risk of not achieving WACE graduation if this is not provided. Those students who do not achieve Level 4 or above are deemed to be at risk of not passing either NAPLAN or OLNA testing conducted in the mainstream. Hence, the need for solid scaffolding at the Phase 2 Level and within mainstream classes to empower all teachers to support these students.

It is recommended for 2019 that IEC continue with the teaching considerations outlined in the EAL/D Progress Map i.e. using specialist teachers to specifically scaffold student learning according to the gradual release model. The IEC will continue to provide quality teaching programs and implement common assessment tasks for areas of need. In addition, resources will be utilised to purchase curriculum based consumable textbooks in reading and spelling in order to continue the standardised successful approach achieved thus far in all modes of student Standard Australian English language development.



## SCHOOL SUSTAINABILITY & WELLBEING

*The School Sustainability & Wellbeing report addresses Business Plan Priority 2: School Sustainability and Wellbeing in general and Foci 2.1 (Enhanced School Self Esteem), 2.2 (Student Wellbeing), 2.3 (Staff Wellbeing and Development), 2.4 (Co-curricular Engagement) and 2.5 (Specialist Programs) in particular.*

### Enhanced School Esteem (Target 2.1.1)

It is pleasing to report that in 2018 there was further clear evidence that we are achieving our vision of becoming 'the school of choice for the local and wider community'. Over the past five years we have seen a consistent upward trend of student enrolments from families in our local community, who see Melville as a school in which their child can receive a fully comprehensive, world-class education.

This can be seen below through the steady increase in the student population that rose from 1001 in 2014 to 1440 in 2018 and which remained consistent around the 1400 mark from 2016 to 2018. In managing these numbers, which we consider to almost be the school's physical capacity, we have tried strategies to cap the Year 7 enrolments at around 230 while allowing for a growth in student numbers as required at less traditional entry points in Years 8, 9 and 10. While the resulting figure of 1440 is within business plan target 2.1.1, which is to sustain a student population of between 1350 - 1450, the School Executive team will oversee the implementation of strategies to manage student numbers for 2019 and the intake of students from inside and outside our boundary to ensure our student population does not exceed our physical capacity, while allowing for increases in local intake enrolments.

We have exceeded number expectations and in 2019 we will again need to try to cap the Year 7 enrolments at around 230. This will allow the overall population of the school to remain at a level that wont place unmanageable pressure on rooming, which could eventuate in 2019 without close management. It needs to

**Student Numbers at Melville SHS 2014 - 2018 (Semester 1 Census)**

	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	IEC	IFPS
2014	1001	NA	197	214	207	186	83**	64	50
2015	1342	219	231	225	219	186	157	62	43
2016	1400	243	216	235	213	215	146	85	47
2017	1414	215	232	228	245	219	190	55	30
2018	1440	236	228	216	233	234	218	40	35

\*\* Half year cohort

be noted though that the churn created by the highly competitive educational environment in which we operate (which has more recently become even more pronounced with the opening of Fremantle College in 2018) makes capping numbers a highly complex and imprecise process considering the many variables in the Melville context. This includes local versus out-of-boundary enrolments (with our specialist programs) and fluctuating IEC and IFPS student numbers, which are largely controlled by external factors outside of the school's control. Realistically, it can be anticipated that we will have a student population of 1350 - 1450 for the foreseeable future. While we do not anticipate any room for further growth beyond around 1450 students without a significant injection of outside funding for additional buildings, we also believe that 1450 students is our maximum number for a school site of our size.

In planning to cater for our increasing student and staff population and as part of our school sustainability (especially foci 2.1, 2.3 and 2.4) throughout 2017 and 2018 a number of self-funded building and works programs continued around the school. Along with many smaller projects this work included a major school funded refit of the Student Services Centre, completing the five year project of installing large glass windows and renovating all ground and first floor quadrangle facing classrooms, placing extra seating in the yard and refurbishing thoroughfares around the school transportable classrooms.

In 2018 the fully self-funded major refurbishment to the administrative area was completed including new gardens and paved areas at the front of the school.

Following the state government's announcement in August, 2017 that part of their budget will include \$4.5m to build a Performance Theatre at Melville SHS, this work commenced in term 4 of 2018 with an anticipated completion date of September 2019.

### Student Well Being (Targets 2.2.1, 2.2.2 and 2.2.3)

Throughout 2018, as part of the 'Every Class Every Day' campaign, 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. Academy, the electronic based recording system for attendance, remains in use across the school and significantly improves the accuracy and timeliness of attendance reports. All of the Year Coordinators highlighted key messages regarding attendance at their weekly assemblies and prizes and reward activities were provided for those students with high levels and improved attendance.

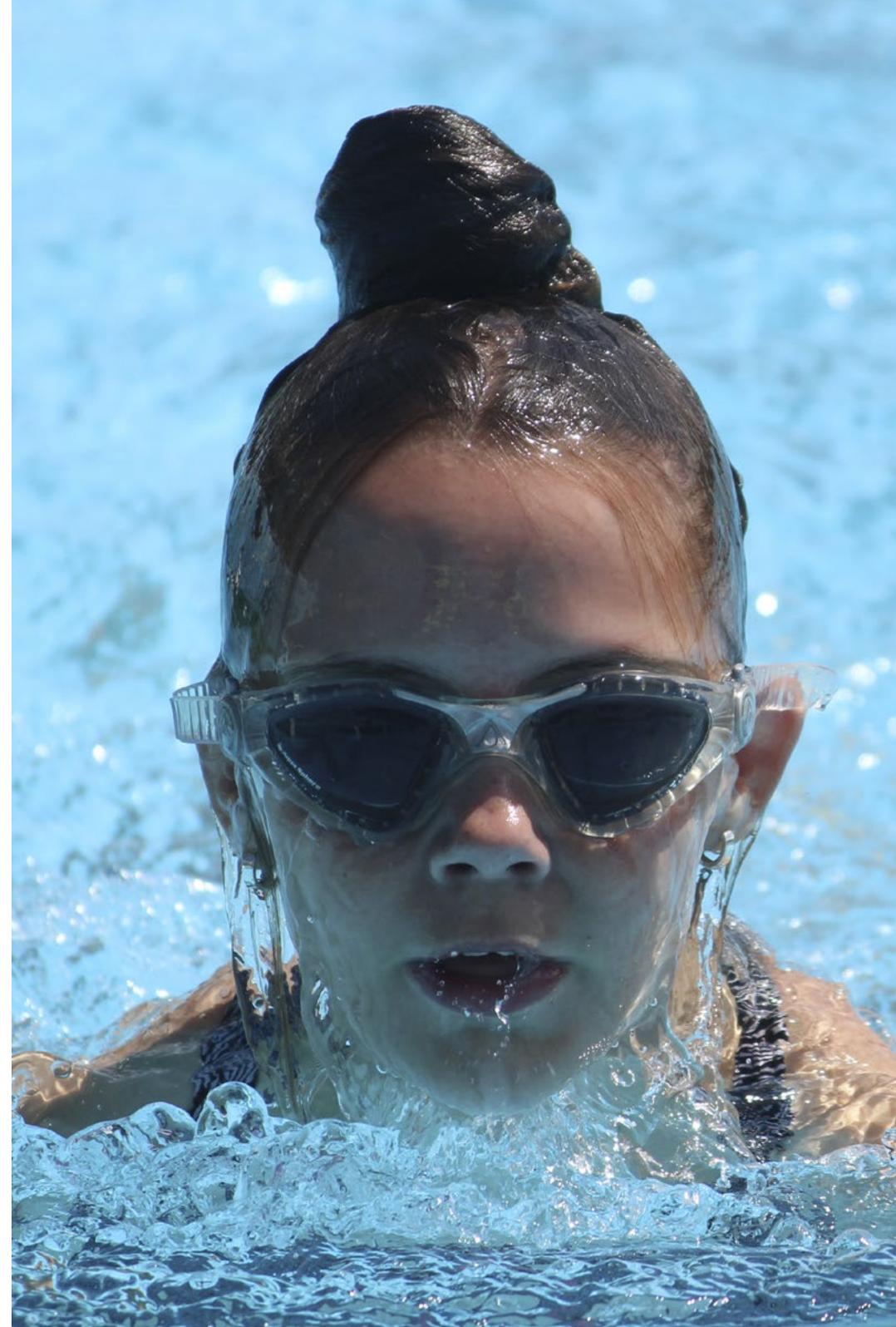
As can be seen in the table below, this continued promotion of 'Every Class Every Day' throughout 2018 saw Melville SHS achieve an average attendance rate of 91.7% which was well above the state average of 87.6% and marginally lower than 'like' school average of 92.1%. More specifically when discussing target 2.2.1 it should be noted that the low, indeed non-attendance of approximately 18 students from an at-risk group reduced the average attendance of the whole school (1440 students) from 92.4% to 91.7% i.e. a downward shift of 0.7%. In addition to the average overall school attendance, the percentage of students attending regularly at Melville SHS was 75.6%, above the target figure of 74% and the state and like school averages of 62% and 75.2% respectively. Regular attendance has steadily increased since the 'Every Classroom, Everyday' strategy was implemented in 2016.

It is pleasing to see the whole school and regular attendance averages improve in recent years and the many strategies implemented to support improved outcomes in our data. Accordingly it is recommended in 2019 that:

- Student Services continue to refine the 'Every Class, Every Day' strategy
- Year Coordinators continue to refine the development and implementation of personalised attendance plans when student attendance falls below 90%
- The school continues to challenge our community of students and parents to aim for attendance well beyond the target figures of 91% and 74%
- The Student Services team continue to work in collaboration and close alignment with parents and external agencies to support the return to school of students with challenging issues outside of the school
- Year Coordinators continue to develop and implement reward strategies and incentives for students with excellent attendance rates.

**Average School and Year Group Attendance Rates 2014 - 2018**

Melville SHS	Y07	Y08	Y09	Y10	Y11	Y12	Average	State
2014	NA	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%
2017	93.7%	92.9%	90.4%	90.2%	90.6%	90.1%	91.4%	87.8%
2018	93%	93.4%	91.2%	90.2%	91.2%	91.1%	91.7%	87.5%
2018 State Average	90.6%	87.8%	86.7%	85.4%	87%	87.6%	87.5%	
2018 Like School Average	94%	92.7%	91.7%	90.5%	92.5%	91.3%	92.1% (Like Avg)	



In 2018, the school continued to monitor the attendance rates of Aboriginal and Torres Strait Islander (ATSI) students based on gender. In each case, where drops in attendance rates were identified, improvement strategies were implemented – achieving Target 2.2.2. This said, the relatively poor attendance of our ATSI students remains a concern. Melville had 46 Aboriginal and Torres Strait Islander (ATSI) students in 2018, representing about 3% of our total student population. While this is a very small proportion of our total students, over the past five years the school has 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 (71.3% in 2018, down from 74.8% in 2017, but higher than the state average of 66%) of this group of vulnerable students.

Recognising that our challenge is complicated by variables beyond our control (such as high transience, cultural influences, school refusal rates and social disadvantage) strategies have been implemented throughout 2018 including the Attendance, Curriculum and Engagement (ACE) Program, incentive/reward based initiatives, home visits, homework classes and individual attendance plans. Selected students in Year 10 were invited to study a Cert I in Leadership.

Overall the strategies are not working consistently with all students in this group. While we have satisfied the requirements of Target 2.3.2 it is recommended that in 2019 further strategies are developed and implemented to improve the attendance outcomes of a number of our ATSI students. This includes the roll-out of the second year of strategies from the Aboriginal Cultural Standards Framework was to be launched on the first professional learning day for staff in 2019.

The second year of strategies in the Aboriginal Cultural Standards Framework provides explicit guidance and support documentation to all school leaders and teachers as to how we can become an even more culturally aware and inclusive school through our interactions with and teaching of, our aboriginal students. This will be done in consultation and partnership with our AIEO, the wider ATSI community of caregivers and students and a school-based ATSI reference group. It is also recommended that an incentive-based camp be organised in term 1 for all aboriginal students as part of the ACE program to encourage attendance and engagement in school as of week 1, term 1, to provide teachers and students with an opportunity to establish strong relationships and to create a strong sense of belonging and connection to one another and the school.

### **A World Class Educational Experience in a Safe Supportive Learning Environment**

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, it seeks to enhance student health and well-being through events such as Health Week and those facilitated by both the Act, Belong Commit Committee and our Student Services Team.

In addition to this, we seek to promote active involvement of all students in co-curricular (out of school) activities that complement intellectual development in the classroom (see Target 2.2.1). It provides 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 2.2.3).

Throughout 2018, 122 different co-curricular excursions were conducted across the academic, sporting and outdoors, cultural and citizenship domains (achieving Target 2.4.1). Excursions ranged from:

- The World Challenge trip to Mongolia
- Netball Specialist program team building trip to Rottneest and tour of Singapore.
- HASS students toured Canberra, Bushfire Geography Field trip to Forest Hill and Perth City Urban Planning Trip for Year 12 Geography students
- Outdoor Education students kayaked on the Swan River, rode through the bush at Dwellingup and completed orienteering at Jorgensen Park
- Art students attended the Sculpture By the Sea expedition
- Debating teams competed at Rossmoyne, Willetton and John Curtin
- Politics and Law students competed in mock trials at the Supreme Court of WA.
- The Swan River Dolphin Watch Sustainability Project was developed
- Music students participated in the WA School Bands Festival
- The digital showcase extravaganza at Murdoch University for GDM students

In a glowing testament to our success as a sporting school, Melville SHS was rated the fifth best performing sports' school in the state, based on the McMahon Shield competition and third best for participation. This ranks schools on the amount of sports entered, the success in those sports and student numbers. There are over 100 Senior High Schools (or equivalent) in the state. This is an outstanding achievement and one that epitomises the rich sporting culture that exists at Melville. Such an achievement by our students provides evidence of their strong engagement in co-curricula activity and the achievement of business plan target 2.4.1.

There was a continued increases in the number of students taking part in our 2018 Inter-school Sports Program with sporting teams competing in AFL, Athletics, Basketball, Cross Country, Hockey, Netball, Soccer, Swimming, Touch Rugby, Volleyball, Cricket, Surfing and Golf.

A particular highlight of our sporting successes for 2018 was the commendable result of sixth place in the A Division Inter-school Athletics, making us the six best Athletics school in the state! Three of our athletes were crowned inter-school A division champions for their respective age groups including: Prince Pommatt (Year 8), Danielle Wardle (Year 9) and Daniella Titoko (Year 11 & Over).

Our Interschool Swimming team finished eight in A Division. Year 9 student Amelie Prinsloo was crowned Inter-school swimming champion at the carnival and Year 7 student Eben Prinsloo was awarded the runner-up champion. Other outstanding sporting achievements included our junior girls volleyball team and senior girls cricket team, both winning their respective School Sport competitions. In addition to this, Year 7 students Cody Pham and Kane Litterick finished seventh and tenth respectively in their age group for the statewide School Sport secondary schools golf competition.

Melville SHS continued to offer a wide range of programs aimed at addressing student health and well-being (achieving Target 2.2.3). Many of these programs, which run in conjunction with Student Services and the H&PE 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 to support the development of improved student resilience by promoting positive mind-set and preventative ways of dealing with adversity.



## STAFF 2018

Support programs designed to assist with specific concerns such as:

- Bullying and building positive relationships (such as Frame Initiatives - 'Please Like me' and 'Men of Respect' for middle school and 'Tomorrow Man' for Senior School boys)
- Act, Belong, Commit Student Health & Well targeted initiatives to all years
- Harmony Day, *Are U OK Day?* and NAIDOC Week
- Armed for Life: Strategies for resilience, effective communication and healthy relationships
- Engaging students in Restorative Practice meetings to effectively resolve conflict when it occurs between peers
- Cyber safety student and parent forums with Paul Litherland
- Road safety including the 'RYDA' and 'B-streetsmart' Driver Awareness programs for Year 10 students
- RAC Paraplegic Benefit Fund, Driver Awareness and Safety presentations
- Red Frogs Year 12 Leavers Presentation
- Year 12 Ball Etiquette Lessons
- Sexuality (including 'Talking Realities' with Year 9 students), puberty and reproduction, contraception and sexual relationships, gender equality, protective behaviour, sexually transmitted infections
- Alcohol and drugs with guest speaker Jade Lewis
- Orientation programs for Year 7 students
- Reward excursions such Adventure World with Years 7 to 9 students
- Dinner Dance for Year 10 students
- River cruise for Year 11 students
- The Ball for Year 12 students.
- The Health and Phys Ed Department co-ordinated Health Week for the whole school.

It is a recommendation for 2019 that these programs continue, while further refining individualised incentives and improved communication with parents to support students in achieving regular attendance.

Staffing numbers vary slightly throughout the year but in November 2018 there were 189 full and part-time staff on site at Melville SHS comprising 131 teaching staff and 58 support staff. While this represents an increase in the total number of staff, the total FTE has remained very similar to 2017. This shows that the work force at Melville SHS continues to see an increase in part time employees (largely due to staff taking maternity leave). Among the teaching staff there are six Level 3 Classroom Teachers and 36 Senior Teachers representing approximately 27% of the teaching workforce. This increase in total workforce numbers and the variations in workforce that occur throughout the year or from one year to the next, are managed by the school's Workforce Management Committee, which is aligned with the 2018-2020 Business Plan.

All teaching staff 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 Qualification	No. of staff*
PHD	1
Master's Degree	21
Bachelor Degree with Honours	5
Graduate Diploma	62
Bachelor Degree	104
Diploma	23
Certificate III	4
Certificate IV (Workplace Assessor)	34

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

The number of staff holding a Certificate IV in Workplace Assessment is 34. With the increasing popularity of students choosing pathways that are a mix of ATAR, General 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. It is recommended that the Vet and Transition Manager (VTM) continues to coordinate the Cert

IV Workplace Assessment and Training courses to the level proportionate to the number of certificate courses being delivered across the Senior School program.

Melville Senior High School recognises the importance of building quality future teachers for the profession. In 2018, over 42 pre-service teachers (from five different universities) worked with our experienced staff across every Learning (and Program) Area in the school.

### **Business Plan 2018-20**

This was the first year of Business Plan 2018-20. The school is delighted to note that at the end of the first year of our current business plan that all targets have been achieved - although, as noted in this Annual Report, there are always areas to improve and/or re-focus on.

In developing the 2018-20 Business Plan the school consulted widely with staff and the wider school community. Suggestions for improvements from a range of different focus groups were incorporated into the current plan and we feel it strongly reflects the vision, aspirations and needs of our school community and it will continue to guide the school's direction over the next three years.

In late 2018, after consultation between the School Executive Team, the Senior Leadership Team and the School Board a few minor changes to two of our Business Plan targets were made. These changes included target 1.1.6 re-worded to *'In WACE the percentage of students achieving English Language Competence will exceed the state average and aspire to be 100%'*. Secondly, target 1.1.7 was re-worded to *'Using Year 9 NAPLAN results in Reading and Writing and Year 11 and 12 ATAR predictors as a guide, the school will identify students at risk of not achieving university English Language Competence (i.e. failing to achieve a final adjusted score of greater than 50% in their ATAR English, Literature or EALD) and implement strategies to ensure they succeed in their ATAR exam'*.

*These two targets have been revised to make them reflective of:*

- (1) the impact of failing to attend an ATAR exam (a variable that is out of the school's control) - target 1.1.6; and*
  - (2) the need to improve ATAR exam performance in English, Literature and EALD - target 1.1.7.*
- Following the changes to the wording of target 1.1.6 and 1.1.7 further printed copies of Business Plan 2018 - 2020 can be identified through the postscript V2



### **Community Survey 2018 (Business Plan Targets 2.1.2 and 2.3.1)**

In terms 3 and 4 of 2018, Melville SHS conducted the National School Opinion Survey of staff, parents and students designed to measure satisfaction levels across a range of areas considered relevant to effective education. The 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 2.3.1) outlined in the 2018 - 2020 Business Plan that pertain to staff, parent and student satisfaction levels.

The results of the survey were very pleasing overall and confirm that: In 96% of statements for staff, 91% of statements for parents and 71% of statements for students, strong support was shown for positive comments about Melville SHS, which indicated achievement of Business Plan target 2.1.2.

In 96% of statements staff showed strong support for positive comments about job satisfaction and well-being and clearly indicated achievement of Business Plan target 2.3.1

1. 97% of staff showed strong support for the statement 'The school looks for ways to improve'
2. 94% of staff showed strong support for the statement 'I am satisfied with the standard of education being offered to students at this school'
3. 96% of staff showed strong support for the statement 'The school is well maintained'
4. 93% of staff showed strong support for the statement 'I would recommend this school to others'
5. 86% of staff showed strong support for the statement 'The school implements strategies to promote staff well-being'

The students demonstrated strong satisfaction levels overall for the school and a snap-shot of the survey results indicated the following:

1. 94% of students showed strong support for the statement 'My teachers expect me to achieve my best'
2. 86% of students showed strong support for the statement 'My teachers are good teachers'

3. 82% of students showed strong support for the statement 'My teachers provide me with useful feedback about my school work'
4. 81% of students showed strong support for the statement 'I feeling safe at this school' and
5. 91% of students showed strong support for the statement 'My teachers care about me'.

While showing strong support overall, students generally showed slightly lower levels of support for positive comments about the school when compared to parents and staff.

The parents demonstrated strong satisfaction levels overall for the school and a snap-shot of the parent survey results indicated the following:

1. 96% of parents showed strong support for the statement 'Teachers at this school expect my child to achieve his or her best'
2. 93% of parents showed strong support for the statement 'Students feel safe at this school'
3. 87% of parents showed strong support for the statement 'Teachers at this school are good teachers'
4. 85% of parents showed strong support for the statement 'I am satisfied with the overall level of education offered at this school'
5. 87% of parents showed strong support for the statement 'Teachers at this school care about students'

Parents and staff returned the lowest levels of support for the statement relating to 'student behaviour is well managed at this school' with 75% of parent's and 68% of staff indicating support for this statement. While showing strong support overall, staff and parents also returned the lowest levels of support for the statement 'the school takes staff opinions seriously', with 76% of staff and 80% of parents indicating support for this statement.

While showing strong support overall, similarly students returned the lowest level of support for the statement 'student behaviour is well managed at the school' with 51% of students indicating support for this statement and 'the school takes student opinions seriously' with 56% of students indicating their support for this statement.

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

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%	71%	100%	89%	Yes
Business Plan Target 2.3.1					
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	91% (or 10/11) 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

Based on the survey results, further feedback (via focus groups and a secondary survey) will be sought from students and staff on their interpretation of the statement 'student behaviour is well managed at this school' to better understand which aspects of student behaviour they believe could be better managed (eg; in the classroom, the yard, when behaviour incidents are referred to Heads of Learning Area or Student Services and follow-up is required etc) along with their strategies for improvement. It is recommended that any key findings of these review processes be shared with students, staff and parents and that well considered feedback for improvement then be implemented.

It is also recommended that the staff focus group review the school-wide behaviour management flow-chart to provide feedback on the effectiveness of it's implementation from level 1 (the classroom) through to level 4 (when behaviour is referred to Student Services for management). The purpose of this is to identify any possible areas of the behaviour management flow-chart that are currently not working. Also, the review can clarify any misunderstandings in process for teachers, HOLA's or Student Services, that may contribute to their negative perceptions of how student behaviour is managed in our school.

It is also recommended that further opportunities to consult and listen to the opinions of staff, students and parents be sought where appropriate (and possible) in relation to school planning, operations and suggestions for improvement.



## ANNUAL ONE-LINE BUDGET AND CAPITAL & MINOR WORKS REPORT

The Annual One-line Budget and Capital and Minor Works Report is reflected across the entirety of the Business Plan and reflects the allocation of resource across the school to enable the achievement of our Business Plan targets.

### School Budget

The 2018 Student Centred Funding model (SCFM) provided a base allocation of \$9016 for students in Years 7 to 10 and \$9693 for students in Years 11 and 12. The allocations were reduced by \$1145 for additional students above an enrolment threshold of 1200. The school also received funding based on student characteristics such as disability, Aboriginality, English as a Second Language and social disadvantage. The SCFM enables Melville SHS to develop and operate a flexible one-line budget that allows the school to make evidence-based decisions regarding the amounts allocated to the cash (contingency) and staffing budgets.

As can be seen in Table A, in 2018 Melville had a one-line budget of \$19,853,669. The great majority (\$15,527,670) was allocated to staff salaries with \$4,325,999 for cash contingencies of which \$1,590,000 was for planned Capital and Minor Works (a component of 'Buildings Property and Equipment' shown as item 4 in Table B).

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 Independent Public School (IPS) one-line budgeting process. In the six years Melville has been an IPS, this has led to improved student outcomes through effective and efficient school-based decision making that has enabled the school to re-align expenditure to better suit student needs.

In August 2017, as part of the state government's budget repair measures, a reduction of around \$1145 in the base allocation for each student above 1200 total enrolments was introduced for 2018 and beyond. Coupled with the

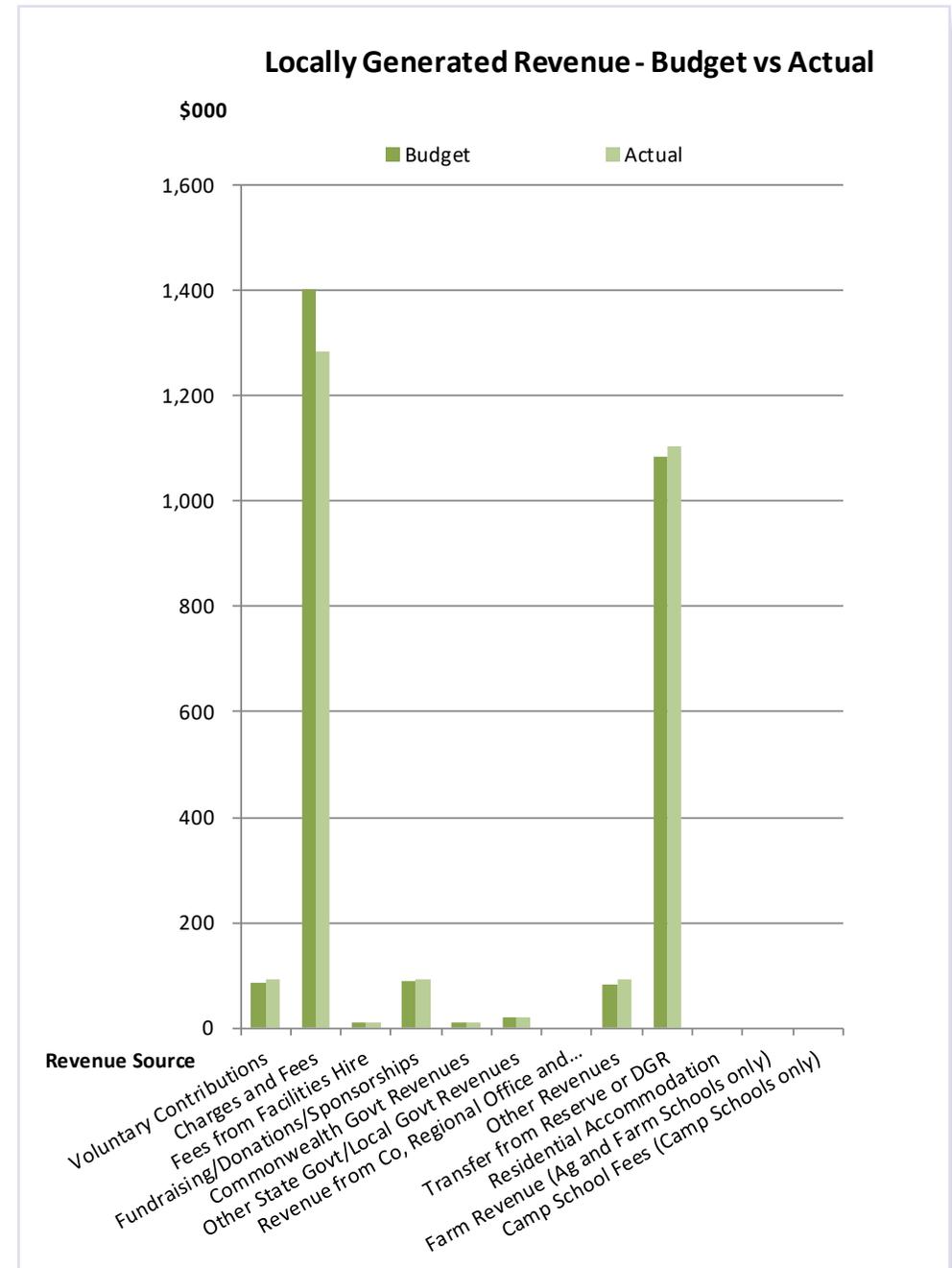
<b>A</b>	<b>Revenue - Cash &amp; Salary Allocation</b>	<b>Budget</b>	<b>Actual</b>
1	Voluntary Contributions	\$86,500.00	\$93,825.36
2	Charges and Fees	\$1,400,835.00	\$1,282,418.55
3	Fees from Facilities Hire	\$12,000.00	\$11,589.55
4	Fundraising/Donations/Sponsorships	\$89,256.00	\$91,965.78
5	Commonwealth Govt Revenues	\$9,818.00	\$9,818.18
6	Other State Govt/Local Govt Revenues	\$18,713.00	\$18,712.27
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$82,798.00	\$92,601.13
9	Transfer from Reserve or DGR	\$1,082,900.00	\$1,102,993.70
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>\$2,782,820.00</b>	<b>\$2,703,924.52</b>
	<b>Opening Balance</b>	<b>\$287,919.00</b>	<b>\$287,919.14</b>
	<b>Student Centred Funding</b>	<b>\$1,255,260.00</b>	<b>\$1,255,988.22</b>
	<b>Total Cash Funds Available</b>	<b>\$4,325,999.00</b>	<b>\$4,247,831.88</b>
	<b>Total Salary Allocation</b>	<b>\$15,527,670.00</b>	<b>\$15,527,670.00</b>
	<b>Total Funds Available</b>	<b>\$19,853,669.00</b>	<b>\$19,775,501.88</b>

<b>B</b>	<b>Expenditure - Cash and Salary</b>	<b>Budget</b>	<b>Actual</b>
1	Administration	\$165,505.00	\$166,214.01
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$441,641.00	\$445,882.02
4	Buildings, Property and Equipment	\$1,903,778.00	\$1,758,584.71
5	Curriculum and Student Services	\$1,012,340.00	\$923,590.41
6	Professional Development	\$51,818.00	\$51,402.61
7	Transfer to Reserve	\$-	\$300,000.00
8	Other Expenditure	\$107,805.00	\$110,923.79
9	Payment to CO, Regional Office and Other Schools	\$13,510.00	\$13,510.00
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)	\$-	\$-
	<b>Total Goods and Services Expenditure</b>	<b>\$3,696,397.00</b>	<b>\$3,770,107.55</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$15,077,284.00</b>	<b>\$15,091,842.00</b>
	<b>Total Expenditure</b>	<b>\$18,773,681.00</b>	<b>\$18,861,949.55</b>
	<b>Cash Budget Variance</b>	<b>\$629,602.00</b>	

C	Cash Position as at:	
	<b>Bank Balance</b>	<b>\$1,911,735.67</b>
	Made up of:	\$-
1	General Fund Balance	\$477,724.33
2	Deductible Gift Funds	\$192,118.70
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$1,190,829.09
5	Suspense Accounts	\$76,056.55
6	Cash Advances	-\$700.00
7	Tax Position	-\$24,293.00
	<b>Total Bank Balance</b>	<b>\$1,911,735.67</b>

phased removal over three years of an annual \$500,000 transitional allocation this saw Melville SHS lose approximately \$430,000 in 2018. This will increase to \$630,000 in 2019 and around \$830,000 per annum from 2020 and beyond. This has had a significant impact on the school's staffing spend (a reduction of around six teaching positions over the period 2018-20), the contingency budget (a reduction around \$200,000 in 2018 and beyond) and the capacity to save for future capital works.

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 the collection rate increase in recent years. In 2018, approximately 88% of Years 7 to 10 and 89% of Years 11 and 12 charges (comprising course charges and extra cost charges) were paid in full - a very pleasing collection rate above the 80% used by Learning Areas to set their annual budgets. We hope these solid collection rates continue into the future as the cash income received 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/caregivers 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 2018, \$1.410 million was spent on building upgrades, which included \$1.3 million for the Administration upgrade that commenced during term 4 of 2017 and was completed in term 3 2018.

Other planned and completed works included:

- Finalisation of Student Services rebuild
- On-going paint and rendering
- Addition security cameras

- Additional student seating
- Increased access through the refractory
- Two new flagpoles
- Upgrade air-conditioning to the canteen and several classrooms
- Air-conditioning for the computer server rooms
- Additional general power outlets throughout the school

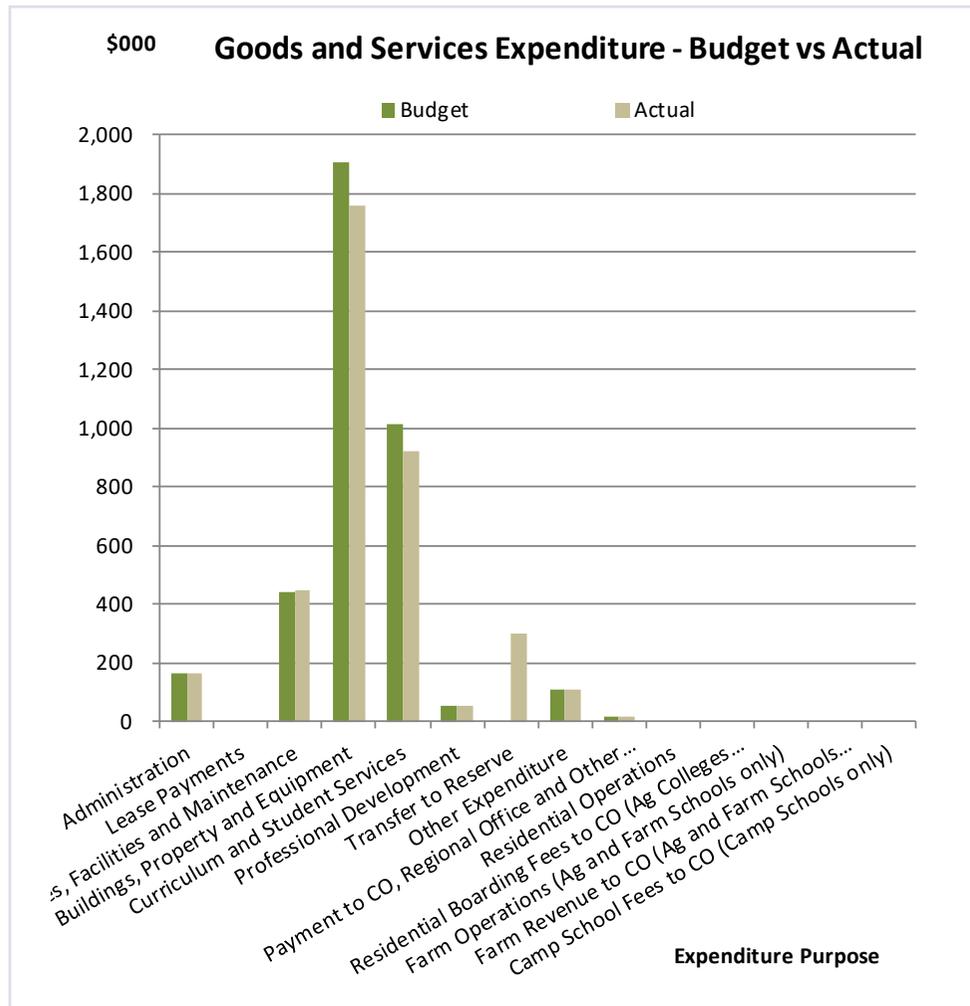
There is an ongoing annual cyclical maintenance plan for the whole school (for the routine scheduled repair and/or replacement of all painted and rendered surfaces, furniture, carpets, blinds etc). In 2018, planning was finalised for the \$4.5m government funded performing arts theatre and is scheduled to be completed by September 2019.

### Summary

As Melville Senior High School increasingly becomes the school of choice for the local and wider community, we continue to devote the resources we receive to the sustainability of the school's current programs as well as in pursuit of innovative teaching and learning opportunities for the future. With very solid collection rates as well as a substantial income from International Fee Paying Students, Melville has been able to maintain a healthy budget surplus, which enabled the day-to-day running of various specialist courses and educational programs as well as significant expenditure on school funded capital works (over five million dollars in the past seven years). The use of the funds from the Student-Centred Funding model for capital expenditure has enabled the school to create an attractive, safe and supportive learning environment.

However, as noted above, this situation changed in 2018 when the per-capita funding of students above 1200 was reduced and a large transitional allocation was removed. This will see the school less able to invest any significant amount on grounds and building improvements (as well as on additional staff) and we will return to when the majority of our only operating surplus was based on income derived from our International Fee-Paying Student program.

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 our financial accountability requirements while enhancing the capability of the school to achieve our vision.





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