



MELVILLE
SENIOR HIGH SCHOOL

Melville Senior High School
Annual Report 2019
Confident **Innovative** Successful



Governor's STEM School of the Year

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Introduction

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2019 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 2019 in various public forums we repeatedly measured our students and therefore the school, in terms of their individual and collective achievements in the intellectual (academic), physical (sporting), cultural (creative) and civic (citizenship) domains. The headline academic data is reflected in the excellent results of our Year 12 students who finished twelve or more years of primary and secondary education. This said, 2019 also saw Melville SHS proclaimed as the winner of the Governor's STEM (Science, Technology, Engineering and Mathematics) Secondary School of the Year. In winning this highly prestigious award, Melville SHS competed in a final with two of the state's most exclusive private schools. It is a glowing testament to the whole school efforts of our students and our staff that we are the 2019/20 winner of the Governor's STEM School of the Year Award.

In 2019, Melville SHS was a third time finalist in the Department of Education Secondary School of the Year Awards and our Principal was a finalist in the WA Secondary Principal of the Year Award. We also received an overall rating of "outstanding" in the tri-annual Independent Public School Review report.

Both collectively and individually, our Year 12 students achieved outstanding results in 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 OLNAs (the Like School average was 94% while the public school average was 88%)
- 100% Attainment (the Like School average was 97% while the public-school average was 95%)
- 100% Certificate II, III or IV completion

- A Median ATAR of 80.95 for TISC applicants (the Like School average was 77.1% while the public school average was 78.2)
- Three students achieved an ATAR of 99+ (the so called all-state '99 Club')
- 10 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
- One student received a Subject Certificate of Excellence for achieving in the top 0.5% of students in an ATAR course
- Four ATAR courses were identified as 'Leading Courses' for students scoring in the top 15% of the all state average
- Students in eight courses scored above the all of state average
- Six students received a School Curriculum and Standards Authority (SCSA) Certificate of Distinction and 23 a SCSA Certificate of Merit Award
- 25% of our students received an ATAR of 90+ placing them in the top 10% of all Australian students
- 47% 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 set up for entry into university, TAFE or the work place (100% WACE and 100% Attainment in 2019). 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 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 SHS 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 NAPLAN performance from Years 7 to 9.

Year 12 ATAR High Achievers

Subject Exhibition

Mathilda Richards ATAR Health Studies

Subject Certificate of Excellence

Mathilda Richards ATAR Health Studies

Melville SHS 99 Club

99.50 Aden Lukan

99.10 Amir Aminy

99.10 Jason Song

Melville SHS 95 Club

Cameron Brown

Abhinav Saini

Nipun Ratnayake

Shreyash Nigam

Joshua Hounslow

Linh Nguyen

Nicole Howman

Certificates of Distinction

Amir Aminy

Cameron Brown

Nicholas Brown

Josh Hounslow

Aden Lukan

Shrey Nigam

Dux ATAR

Amir Aminy

Dux VET

Letisha Van Der Merwe

Certificate of Merit

Brianna Allison

Chloe Back

Alexander Brunswick

Joseph Brunswick

Lakindu De Silva

Kara Dropulich

Nicole Howman

Luke Kirkby

Shizuka Lau

Shelbi Mott

Linh Nguyen

Michael Peoples

Evan Perera

Nipun Ratnayake

Mathilda Richards

Abhinav Saini

Veronique Sanders

Hollie Smith

Jason Song

Daniella Titoko

Kinsey Wegwermer

Mia Willis

Josh Yeo David

Year 12 Special Awards

Female Sports Person of the Year

Male Sports Person of the Year

Sam Hurst Memorial Award Best Sportsman

Sam Hurst Memorial Award Best Sportswoman

P & C Citizenship Award

Caltex All-rounder

ADF Long Tan Leadership and Teamwork Award

Cultural Award

Academic Excellence Award for the G&T Program

Gifted and Talented Ambassador Award

Personal Excellence Award

Curtin University Principal's Recommend. Awards

Curtin University Principal's Recommend. Awards

Daniella Titoko

Evan Perera and

Joshua Yeo David

Joseph Hart

Mim Strom

Steven Aldrin

Alexander Brunswick

Steven Aldrin

Monika Kataragadda

Aden Lukan

Luke Kirkby

Josh Hounslow

Aden Lukan

Josh Hounslow

Student cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Melville Arts and Technologies programs. Throughout 2019, Arts and Technology students were involved in numerous Master Class programs both on and off site including the EV Challenge, multiple exhibitions, performances and competitions outlined in the 'highlights' sections of this report.

The Board would like to particularly acknowledge the significance of having two students selected to exhibit their work in the Year 12 Southern Perspectives, which is reserved for the most talented artists in the 2019 ATAR exams. This, along with the Arts and Technology Showcase (where many students 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, the school placed third in the McMahon Shield for best sporting school, an outstanding achievement for a school with 1425 students, in competition with many much larger schools. Our athletics team was in the A Division for the sixth consecutive year and placed seventh, making Melville SHS the seventh best public school in Athletics across the state! Another major inter-school sporting event was swimming and our team came third in B Division with one age group champion and three runner-up champions. The Year 8 and 10 Specialist Netball students won their lightning carnivals and the middle division girls (Years 9 and 10) made it to the semifinal of the School Sport WA High School Cup. Of particular note was that the Senior Boys soccer team reached the semi-finals of the statewide all-schools soccer competition.

Softball, Water Polo and Girls AFL were added to the program in 2019. Senior Boys were the runner-up champion in Softball and the Senior Girls finished third. In Water Polo the Senior Girls finished second and the Junior Girls comfortably won the B division carnival. The Volleyball teams dominated

again, winning the Senior Girls and Boys championship as well as the Junior Boys. Junior Girls AFL won the All State Carnival, with four students selected in the East Fremantle All Stars team (we are also proud of Mim Strom who was drafted by the Dockers in the AFLW). Our other sporting teams, including basketball, touch rugby, hockey, surfing and golf, all proved competitive and had considerable success winning through to championships at various levels within their respective codes.

In addition to school based achievements, we were also proud of the numerous individual accomplishments at local, state and 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 programs are paying dividends in terms of student achievement and engagement.

Many of our students are involved in community service, both at school and externally. Perhaps the strongest demonstration of this commitment in 2019 was through the Student Council, that raised funds across the school for a variety of worthy causes. We are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fund raising activities in and out of school time. Our signature Emergency Services Cadet Unit trained hard at school and in the field in order to represent Melville SHS at ANZAC and Remembrance Day commemorations, including the Dawn Service at Albany. They also provided much needed support to local SES units and 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, 2019 was the fifth year of Year 7s and the school had a semester 1 enrolment of around 1425 students for the fourth 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.

In 2019, Melville SHS continued to implement plans for the ongoing improvement of the school's built environment. In January we commenced our first year occupying the new Administrative and Executive Centre - a building that is truly a masterly combination of form and function. In January we also commenced work in earnest on the construction of the new Performing Arts Centre, which was completed in September. This is a magnificent venue, which is destined to become an iconic building along Leach Highway. The completion of the Performing Arts Centre concluded a ten year building program and we are now planning our next big projects.

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

We also note that our success 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 were evidenced by our ever growing reputation for being the school of choice in our local area.

Finally, as a school, we embrace a culture of continual improvement and we look forward to 2020 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's Executive Team.

Kind regards,

**Principal
Phillip White**

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

**School Board Chair
Paul Richards**

BAppSc, Grad Dip (Org Psych), MBA

Other Academic Highlights

Melville SHS Announced as **2019 Governor's School STEM Leadership Excellence Award Winner**.

Melville SHS **Public School Review** performance is significantly higher than expected in all areas.

Year 7 and 9 **NAPLAN** results have collectively exceeded state, national and Like School averages.

English

- Zac Alpers wins Futurist Story in National Final
- *Book in a Day*
- Debating teams competed at Rossmoyne SHS, Willetton SHS and John Curtin College of the Arts

Maths

- Year 7 student Eric Xia received a Prize for a score in the top 0.3% of competitors in the Australian Mathematics Competition
- NUMERO competition
- Have Sum Fun

Science

- RoboCup Junior WA competition

HASS

- Year 10 student Aaliyah Ebrahim was one of 10 students who won the State Final of the 2020 Premier's ANZAC Student Tour. She will travel to commemorative events in Darwin and Singapore in 2020
- Year 12 students Sami Rashid, Deana Allison, Alex Pang and Year 11 students Marika Vitug, Amy Boyle, Ashleigh McIntyre and Tayla Scata won the Politics and Law mock trials at the Supreme Court of WA
- The Swan River Dolphin Watch Sustainability Project

Languages - Chinese

- Year 9 student Aasmik Arora came fifth in the Chinese Teachers Association WA State Mandarin Speaking Competition
- Year 9 student Julin Yuhong and Year 10 student Lin Jane Yu Bau finished second and third (respectively) in the WA Chinese Story Telling Competition.
- China tour and reciprocal visit by School No. 7, Hangzhou, China

Aviation

- Year 10 student Michael Henning and Liam Jahn passed Solo flight exam
- Year 11 student Ben Seow obtained his Recreational Pilot certificate
- Newly created drone course with 18 Year 10 Aviation student graduates
- Come Fly With Me program highly successful with Year 5 and 6 students

Other

- Principal, Mr Philip White, a finalist as WA Secondary School Principal of the Year
- Melville SHS a finalist as WA Secondary School of the Year

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)

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 SHS students with Department of Education (DoE), Like Schools and Australian schools. As can be seen in the table below, Melville SHS 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 SHS 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.

2019 Summary of School NAPLAN Results
Compared to Australian, State and Like School Mean

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7					
Australian School Mean	546	513	545	541	554
State Mean	544	513	545	539	555
Melville SHS Mean	569	541	572	575	585
Like Schools Mean	565	536	564	564	584
Year 9					
Australian School Mean	580	548	582	573	592
State Mean	587	557	584	576	598
Melville SHS Mean	601	586	603	593	622
Like Schools Mean	600	580	601	592	621

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. Melville has a higher percentage of students achieving at Band 9 & 10 in Year 7 and 9 in all of the NAPLAN test areas when compared to DOE Schools and is equal to that of Like schools when averaged out across each test area.

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, was equal to, or lower than Like Schools and lower than DoE schools (which is good) in all test areas, indicating the achievement of Target 1.1.4. See Year 7 and 9 NAPLAN graphs below.



It is recommended that in 2020, the literacy and numeracy Support Team in partnership with the relevant classroom teachers continue to identify Year 9 students at or near to Band 7 and continue to provide a targeted support program tailored to meet each student's needs to progress to Band 8 or Band 9/10.

Maths and English teachers, the Gifted and Talented (G&T) Coordinator, the RISE Engagement Program teachers and the Literacy and Numeracy Support Team continued to monitor the Years 7 and 9 NAPLAN performances of our identified groups. These groups include our Aboriginal and Torres Strait Islander (ATSI) students, English as an Additional Language students (EAL), G&T students and Students at Educational Risk (SAER). Our focus is to closely monitor and support these students to progress towards the achievement of Band 8. A variety of strategies continued to be implemented to improve the number of these students achieving Band 8, indicating the achievement of Targets 1.1.3 and 1.1.4.

This focus will also support the number of students satisfying the OLNA requirements from Year 9 to 12 (Target 1.1.5). 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. Additional resources to enable the Literacy & Numeracy Team to deliver one-on-one and small group tuition for Year 9 Band 7 students continues to be provided.

Under the leadership of the Deputy Principals (of teaching and learning), the Literacy and Numeracy Support Team, in partnership with all classroom teachers, a range of literacy and numeracy strategies continue to be implemented to support better outcomes for all students (including ATSI, EAL, G&T and SAER). This multi-layered, whole-school approach to literacy and numeracy development will continue to remain a priority focus in 2020. Our ongoing commitment to implementing strategies to improve literacy and numeracy results for all students and for meeting the individual needs of different groups of students across the school (achieving Targets 1.1.3, 1.1.4 & 1.1.5) is evidenced through the provision of:

- Explicit teaching of literacy and numeracy skills in English and Mathematics small-group intervention and individual student tuition
- Online NAPLAN readiness testing for 2020

Arts & Technologies - Highlights

- Performing Arts Centre - built and in use
- Graduate students Kobi Simpson and Shaniqa Ratnasingam gained acceptance into the WAAPA 2019 intake
- Variety Nights
- Music Brunch
- Swing Band School visits.
- IMSS Festivals awards:

- Senior Concert Band (A Division)	Excellent
- Junior Classical Guitar Ensemble	Outstanding
- Senior Classical Guitar Ensemble	Excellent
- Intermediate Concert Band	Excellent
- Junior Contemporary Guitar Ensemble	Excellent
- Contemporary Guitar Ensemble	Excellent
- South of Swan Dance Festival
- Two Year 12 students Arrabella Frewin and Ruchida Saenmuang accepted into Southern Perspectives Exhibition
- Year 12 student Ruchida Saenmuang received second prize in the Lester Prize For Portraiture Youth Category (one of 13 students nationally)
- Atwell Art Awards:
 - Year 7s won the Group Project Award
 - Year 8s Cooper Elliot, Harley Deans, Meghan Irving and Elena Danicic, received a Highly Commended Award for their Ball Point Pen Illustrations.
 - Year 11 ATAR student Harisheni Gopaia Krishnan and Year 12 ATAR student Trisia Septiani received a Highly Commended Award
- Year 12 students Rachel Pham and Michelle Kim and Year 11 student Ashleigh Sherar exhibited at the St George's Art Awards
- Year 12 Visual Art Students Alexander Fredriksson was accepted into the 25under25 City of Fremantle Art Award
- Young Originals
- Melville Art Awards
- Graduate Stella Grey Broun won selection in the Year 12 Media Perspectives
- Middle School team won the A class race in the Ev Electronic Car Challenge

- Embedded literacy (including digital literacy) and numeracy teaching across all learning areas in the school
- 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.

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, formed 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 showed an increasing number of students gaining OLNA qualification from Years 10 to 12, indicating achievement of Target 1.1.5. This provided 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 OLNA.

The Literacy and Numeracy Support Team continued to provide small group and one-on-one intervention and support to Year 10 to 12 students to pass OLNA. Also, through the consistent use of the customised NAPLAN Assessment Tool (CNAP), they 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 resources to support improved outcomes for students.

In 2020, 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 and by the end of Year 12, 100% were qualified (compared with an average of 92.8% in Like Schools and 90.7% schools - achieving Target 1.1.5). The development and implementation of the Whole-school Operational Plan 2018 - 2020, Learning Area Operational Plans and the Whole-school Literacy Plan provide a strong strategic framework to improving literacy and numeracy outcomes for our students. 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 continued achievement of relevant targets in Business Plan 2018 - 2020.

Despite these efforts, in 2019, 23% of students were not successful in achieving their English competency due to receiving less than 50% in their ATAR exam. This is an increase from 2018 data but is comparable with Like Schools. We will continue to engage in strategies to bolster students performance with regards to the English language Target 1.1.7. The school continued to strive to ensure all students achieve their university English language competency (which required 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 2019. 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.

It is important to note, that in 2019 100% of students achieved the English language competency component of their WACE, thus achieving Target 1.1.6.

Our dedicated Whole-school Literacy and Numeracy Committee and all learning areas implement a range of strategies to maximise student progress and achievement outcomes in NAPLAN and OLN 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 is complemented by the efforts of all classroom teachers. In achieving Target 1.1.8 the committee 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
- 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 eg. Word Walls.
- Incorporating timed typing assessment tasks into a variety of learning areas to prepare students for Online 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 2019, school performance in Years 7 to 10 showed that students out-performed state (DOE) and 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 2020 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) associated with Foci 1.4 (Pedagogical Change) to promote student engagement

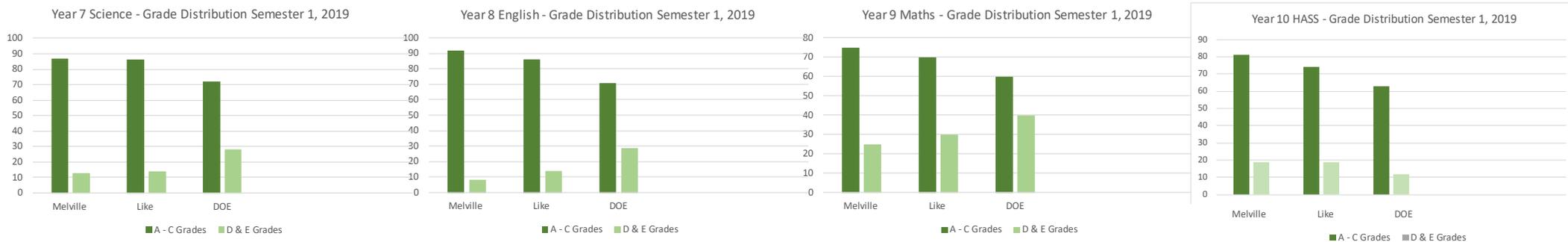
- Teachers continue to implement low-key behaviour management skills as well as strategies that promote a safe, inclusive and accountable classroom environment. This promotes active engagement from all students and sees our school values reflected in their behaviour on a daily basis.
- Heads of Learning 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 judgement on student (grade) achievements are made.

During Year 8, our MESH 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 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 Students at Educational Risk
- The review of student placement occurs on a regular (at least per semester) basis via the Placement Committee
- 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 have 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 2019 (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, it is considered timely to review the use of Elevate in 2020. 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 2019, 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 second year in a three year whole-school program to build the capacity of staff to incorporate highly effective, research based CMIS into all classes 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).

Sporting Highlights

- Awarded third best in the School Sport WA McMahon Shield for combined interschool sport results
- Seventh in the Interschool A Division Athletics
- Meritorious trophy and third place in B Division Interschool swimming where Year 11 Sean Beck was Champion Boy
- Year 9 State Athletics champion, Emily Adese, represented WA at the Junior National Athletics Competition in triple jump and long jump
- Year 12 student Mim Strom was drafted by the Dockers into the AFLW
- Year 9 Student Darcy McNamara and Year 10 Ava Robson, were selected in the State School Girls 15s Netball team
- Year 9 student Aiden Branch was selected in the WA Baseball National Junior League team
- Year 10 Miyron Chetty and Year 8 Lawson Thomas were in the state final of the SSWA Interschool surfing competition
- Year 8 student Robin Lismann represented WA in the Australian National Cadet Fencing Championships
- Year 11 student Sam McCulloch represented Australia in the World Stand Up Paddle Competition in China, where he came third in the 18 and under and ninth in the men's open 20km marathon.
- Year 10 student Ewina Tay represented WA at the National U17 Badminton Tournament
- Winners of the A division Girls and A division Boys senior volleyball tournaments with four students selected in the East Fremantle All Stars team
- Senior Boys soccer team reached the semi-finals of the statewide all-schools soccer competition.
- Year 8/9 AFL team participated in the district final
- Senior Boys were the runner up champions in Softball and the Senior Girls finished third
- Senior Girls Water Polo finished second and the Junior Girls won B division
- Netball Specialist program team building trip to Rottneest and tour of Singapore.



This training has now been completed by four staff members, who are now delivering the program across the school. It is recommended that training existing and new staff in CMIS continues to take place with staff who have not yet completed any of the foundation level instructional strategies professional learning.

Throughout 2019, staff across the school were provided with the opportunity to have a Conference Accredited Classroom Management Skills Trainer (CAT) come into their classroom to provide observational feedback regarding their use of instructional strategies. It is recommended this continues in 2020 and more specifically that the trainers observe at least one lesson a semester of our graduate teachers and provide feedback, guidance and coaching. This will support the development of our graduate teachers and facilitate their transition to a proficient level as required by the Teacher Registration Board of WA.

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 on their teaching. This process was 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 2020 and that they be introduced to the 'triads' model of lesson observation to remain up to date with current and effective practice. Staff have opportunities to participate in a variety of classroom observations by:

- Line manager
- Peer to peer
- Video observations
- CAT observations
- Sharing successful classrooms

It is recommended to develop triads into professional learning teams for 2021 and to implement the PIVOT feedback tool to inform a self-reflection and collection of evidence-based improvement, that supports our ongoing culture of improvement in relation to teaching and learning.

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 2019, the demand for selection into these programs continued, with entry testing seeing in excess of 400 candidates. The specialist program Teachers in Charge worked together 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.

It is recommended that from 2020 onwards that these specialist programs focus on delivery of certificates and "outside" short courses/training that will provide students with qualifications in their chosen area of interest, 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. GDM will continue to provide high quality master-classes with industry specific experts as targeted by the course programming.

Leading Curriculum Change (Business Plan Targets 3.1.1 and 3.3.1)

Public and private schools have experienced significant curriculum change as the Western Australian Curriculum (encompassing the Australian Curriculum Phases 1, 2 and 3) continues to be implemented (achieving Target 3.1.1). During 2019, Melville SHS had the fourth 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 very successfully.

The Arts and Technologies learning area has now implemented and reported on the new WA curriculum and are fully abreast of the breadth and depth of the different curriculum contexts that needed to be offered to students for compliance with SCSA. The Languages department have until 2022 to complete full-implementation of the WA Curriculum. Throughout 2019, the school's Curriculum Committee met on a weekly basis to examine in detail curriculum, assessment and reporting. As a committee they led 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 2019, 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 7 in the Maths learning area. Melville SHS continued to take the role as the lead school in successfully moderating tasks and managing Connect groups for these year groups. The Connect communities shared teaching resources and assessment strategies across all of the schools in order to build an extended professional network of teachers dedicated to improving teaching and learning outcomes for students.

The Riverside Network also enabled Melville SHS to work more closely with local feeder schools to ensure a smoother transition for students from primary school into secondary school. A key part of this networking was to ensure that subject programming in Year 6 Maths, English, Science and HASS aligned and progressed 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. It is recommended that Melville SHS build closer links with regard to ICT in 2020 in order to support student transition in the use of devices and applications.

Foci 3.2 Implementation of STEM Initiatives

The highlight of STEM in 2019 was winning the Governor's Secondary STEM School of the Year award, while in essence continuing a 'business as usual' approach. 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

Other Highlights

- Lion Dance to Celebrate Chinese New Year
- Year 11 student Dean Morris was a semi-finalist in Channel 7 Young Achievers Awards
- Singaporean Teacher delegation visit.
- Melville Senior High School hosted four staff and 15 students for five days from Hangzhou Number 7 High School in China
- Emergency Service Cadets tour to Albany for five days to attend the Dawn Service on ANZAC Day
- Year 10 students Xavier O'Brien and Ethan Ellis were the recipients of the Emergency Cadet scholarship to attend ANZAC Day in Thailand as part of the Quiet Lion Tour
- Act Belong Commit committee initiatives to engage students and staff
- Healthy, Green And Happy Canteen expanded healthy food selection
- Women in Leadership series for aspiring school teachers and education professionals in the district



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. A wonderful introduction to STEM for our local primary school students at Melville Primary School, is the ongoing Science program where Year 6 students attend one hour per week at Melville SHS in a science lab with a high school Science teacher.

Other STEM initiatives and highlights through 2019 included:

1. The Cross-curricular Electronic Vehicle (eV) Challenge was under the guidance of teachers Dion Manby and Matt Lord. 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 grade) race with a driving team of Year 7 and 8 students.
2. The new Digital Engineering Technologies course focused on learning how to use design/engineering processes and skills to solve problems using digital technologies. This included integrating both new equipment (laser cutters and 3D printers) to model student work and web building projects into the AIT senior school course, helping to develop 21st century thinking in problem solving and team work.
3. The Integration of design processes across most Applied Technology Courses (in Arts & Technologies) provided a structure to house the practical application of STEM skills, concepts and processes to promote high student engagement in STEM learning. This was due to the provision of 'hands on', authentic related learning experiences that encouraged 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.

5. 84% of students did STEM subjects in Year 12 including Physics Chemistry, Biology, Aviation, Human Biology and Applied Information Technology. There are also many non-ATAR courses including Design Technical graphics, and Engineering Pathways.

This focus across the school of STEM-thinking and STEM-making in all areas, contributed to Melville SHS Winning the Governor's STEM School of the Year Award in 2019.

Information Communication Technology (ICT) (Business Plan Target 3.3.1)

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 continued to improve in 2019 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 year, 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. The 'Have You Got Your 6' campaign (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) was reinforced thoroughly in 2019. 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 2020 and beyond.

Throughout 2019, Ms Deirdre Lewis (our ICT and Learning Resource Centre Manager) 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 2020. 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.

In 2019, all staff were trained in the use of a new interactive learning (and information storing) platform called One-note, part of the office 365 suite. One-note 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 allows for interactive teaching and easy student access to a digital library of subject learning resources that further supports student learning outcomes. 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. It is recommended that One note is further developed as a tool for staff and students with the introduction of an on-line one note Melville SHS staff notebook.

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, 2020. As a highly progressive school and following the increasing number of parents accessing Connect, Melville SHS has continued with the successful initiative of distributing student reports via Connect throughout 2019. After a very successful electronic reporting trial 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 2020 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. It is recommended to continue with:

- '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.

- More opportunities for G&T competitions

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 complement the WA curriculum.

The inaugural G&T Awards Evening was held at Tompkins on Swan with over 150 parents and students. Guest speakers included former Head Girl and G&T student Deni Campbell.

In 2019, our eleventh class of G&T students graduated, achieving a median ATAR of 92.1%. Students were offered entry to a range of universities of their choice including: Melbourne University, the Australian National University, the UWA, Murdoch, Edith Cowan, Notre Dame and Curtin Universities.

Of the 2019 G&T graduating cohort, three students achieved an ATAR of above 95, gaining entry into the prestigious Melville SHS '95 Club'. One student received an Exhibition award (highest performing student in the state for Health Studies) as well as a Distinction in Health Studies. Four received a Certificate of Distinction (achieving in the top 0.5% of students in an ATAR exam state-wide) and another nine students achieved a Certificate of Merit. 19 students (74%) achieved an ATAR score that gave them their first preferences into university, with the remainder achieving a Certificate II or higher having selected a non-university pathway in senior school.

Further, In 2020 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 G&T Coordinator applies 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)

To obtain a WACE, students must demonstrate a set standard of literacy and numeracy (Achieving Band 8 or better in NAPLAN or via the Online Literacy and Numeracy Assessments OLNA), and course achievement (ATAR/Cert II completion and minimum of 14 C grades across Year 11 and Year 12 units of study). Melville SHS was one of only 18 schools (five Department of Education) in the entire state to achieve 100% WACE achievement and 100% Attainment (55+ ATAR or completion of a Certificate II). This is an outstanding achievement for the second year in a row (plus seven years out of 10) and is well above our Like Schools (94%) achieving Target 1.3.1.

WACE Achievement 2014 - 2019

Year	Eligible Year 12 Students	Percentage Achieving WACE
2014	85	100%
2015	155	100%
2016	147	95.2%
2017	186	96%
2018	190	100%
2019	206	100%

Practices that will continue in order to achieve this target in 2020 are:

- A literacy and numeracy Team that is highly analytical and provides whole school approaches to literacy and numeracy support
- Explicit preparation and responsibility taken on by the English and Maths department for the preparation of students for NAPLAN and OLNA assessments and students perhaps requiring additional tuition

- Identification of Year 10-12 students requiring literacy/numeracy support and interventions that support their skill development in this area (recommended courses of study, after school tuition sessions, educational plans across subject areas).

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 ATAR exam. In 2019, 90% of students successfully achieved this important benchmark and in the process Target 1.1.6.

Tertiary Entrance and Median ATAR (Target 1.3.2)

Of 206 Year 12 students, 96 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 79 (see table below). Altogether 68 (71%) 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 2019 Melville SHS Year 12 students achieved a median ATAR of 79, which was comparable with our Like Schools (79) and above the state school average (78.2) satisfying Target 1.3.2.

Median Australian Tertiary Admissions Rank for TISC Applicants 2015 - 2019

Year	School	Like School	State
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
2019	79	79	78.2

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 2019, 14 (14%) ATAR students did not achieve a scaled score greater than 50 in their English ATAR exam (up 3% from 2018), which are not reflective of the gains made in this area in 2017 data.

To improve in this area the following strategies will be put into action again to ensure students are achieving their English language competency or a scaled score greater than 50 in their WACE exams:

- Survey students who did not meet English Language Competency and investigate further what Melville SHS can do to support students in achieving English Language Competency
- Identify areas for student improvement from NAPLAN Year 9 testing, past exam performance data and assessment data, and provide additional tuition (after-school classes) for students to develop in these areas of need
- Explicitly embed exam preparation strategies taught to all students in the whole school Elevate program into classroom practice
- Implement more effective moderation strategies
- Ensure that the Middle School English curriculum (Years 7 to 9) and Year 10 and 11 classes are better prepared for senior school exams
- Offer explicit exam preparation seminars to Years 11 and 12 students

Overall the 201 Year 12 students did extremely well in their ATAR exams:

- Three student received an ATAR greater than 99 (Aden Lukan, Amir Aminy and Jason Junwoo Soong - top 1% of the state)
- 10 % of students received an ATAR greater than 95 (top 5% of the state)
- 24% of students received an ATAR in the 90s (top 10% of the state)
- 51% received an ATAR greater than 80 (top 20% of the state)
- 78% received an ATAR greater than 70 (top 30% of the state)
- 94% of our students achieved an ATAR of 55+ (top 45% of the state)
- Six students (6%) received a state-wide Certificate of Distinction (listed page 3)
- 23 students (23%) received a Certificate of Merit (listed page 3)

A total of 20 students received a Certificate of Distinction or Merit, meeting Target 1.3.4. In addition to Certificates of Distinction or Merit, Mathlida Richards received a School Curriculum and Standards Authority Subject Exhibition award and Certificate of Excellence in Health Studies for gaining the top mark in the state. Aden Lukan 99.5, Amir Aminy 99.1 (school Academic Dux in 2019) and Jason Song 99.1 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.



Melville SHS had four subjects with the highest performing students in the state. They were Chemistry, Health Studies, Mathematics Methods and Physics. For the fifth year in a row, Health Studies had the top performing student in the state. Other subjects that exceeded the all-school state average WACE scaled score for their courses were Physical Education Studies, Mathematics Specialist, English as a Second Language and Mathematics Applications.

The WACE median ATAR of 80.95 for TISC applicants meets Business Plan Target 1.3.2 and the percentage of students achieving an ATAR score of 80+ (53%) is outstanding. The number of students (66%) receiving a scaled score of 75+ in one or more ATAR courses continues the trend of an increase in percentage from the previous years.

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

Year	Number ATAR Students	Number with one or more scaled score of 75+	As Percentage
2015	95	25	26%
2016	64	28	44%
2017	93	28	30%
2018	93	47	50.5%
2019	96	64	66%

It is therefore recommended for 2020 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
- Invest in new resources that provide ATAR students the opportunity to extend their learning and exam preparation beyond the classroom
- 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.

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 2019 Melville SHS achieved an outstanding attainment rate of 100% compared to the state average of 95% and the Like School average of 97% (achieving Target 1.3.3).

Vocational Education

In 2019, 178 Year 12 students (73%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 178 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. Of the Year 10s that enrolled in 2017 who subsequently enrolled in Melville SHS in 2018 and 2019, 90% of students completed Year 12. The 10% that either enrolled in Year 10 in 2017 and/or 2018 but not 2019 either successfully transitioned to a Vocational Education and Training placement in off-site locations or to other educational and/or training opportunities, moved schools, or moved interstate or overseas.

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	
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%
2019	206	96	40%	178	73%	178	100%

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 increased retention rate to 90% for Years 11 and 12, shows a stabilised trend and supports the evidence shown elsewhere that we are realising our vision of becoming 'the school of choice for the local and wider community'. It is recommended for 2020 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 2019 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
- One Certificate of Excellence
- Three student in the state's '99' Club
- Ten students in the school's '95' Club
- Eight courses scored above the state average
- 10% in the top 5% ATAR scores in the state
- 24% in the top 10% ATAR scores in the state (90 + ATAR)
- 51% in the top 20% ATAR scores in the state (80 + ATAR)
- 100% OLN 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 80.95 and for all student of 79 (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)
- Six students received a School Curriculum and Standards Authority Certificate of Distinction (contributing to achieving Business Plan Target 1.3.4)
- 23 students received a School Curriculum and Standards Authority Certificate of Merit (contributing to achieving Business Plan Target 1.3.4).



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 2019 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 SHS as a school in which their child can receive a fully comprehensive, world-class education. This trend is reflected most notably in the make-up of the 2019 Year 7 student cohort, where all but 30 of our 246 students (not including those students who gain entrance to Melville SHS via the Gifted and Talented Program via statewide testing) were enrolments from our local community.

This progressive increase in local boundary enrolments has seen the student population at Melville SHS rise from 1001 in 2014, to approximately 1400 in 2016 and 1425 in 2019. In managing these numbers, which we consider to be at or about the school's physical capacity, we have implemented strategies to cap the Year 7 enrolments at approximately 245 while allowing for a growth in student numbers as required at less traditional entry points in Years 8 to 10. While the resulting figure of 1425 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 further strategies to manage student numbers for 2020 from inside and outside our boundary to ensure the student population does not exceed our physical capacity, while allowing for increases in local intake enrolments.

While we achieved our Business Plan Target 2.1.1, we will again plan on capping our Year 7 enrolments at around 245, as we can never turn away a Year 7 student who lives in-boundary and who wants to attend Melville SHS. Keeping the overall population of the school at no more than 1425 will ensure we don't place unmanageable pressure on rooming, which could eventuate without close management. It needs to be noted however, that the highly

Student Numbers at Melville SHS 2015 - 2019 (Semester 1 Census)

	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	IEC	IFPS
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
2019	1414	259	228	233	213	217	200	22	42

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. The variables include 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 for an increased student and staff population over recent years and as part of our school sustainability (especially Foci 2.1, 2.3 and 2.4), a number of self-funded building and works programs continued around the school in 2019. The fully self-funded major refurbishment to the administrative area was completed in time for the start of the 2019 school year and included new gardens and paved areas at the front of the school.

In September of 2019, the state government-funded \$4.5m Performance Theatre was completed, which is the most recent capital works project. This world-class, state of the art facility now caters for over 450 students who actively engage in Performing Arts based programs and events that will support their aspirations to pursue future pathways in the growing creative industries sector.

Student Well Being (Targets 2.2.1, 2.2.2 and 2.2.3)

The importance of regular attendance continued to be promoted via the 'Every Class Every Day' campaign, with the Student Services team utilising established and new initiatives to support students to attain close to, or a 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 via Connect notices, with prizes/reward activities being provided to those students with high levels and/or improved attendance.

The ongoing promotion of 'Every Class Every Day' throughout 2019 saw Melville SHS achieve a whole school attendance average of 91.4% which was well above the state average of 86.8% and the same as the Like School average. More specifically when discussing Target 2.2.1, it should be noted that the low, indeed non-attendance of approximately 36 students from an at-risk 'severe' group reduced the average attendance of the whole school (1421 current students) from 93% to 91.5% i.e. a downward shift of 1.5%.

Average School and Year Group Attendance Rates 2015 - 2019								
Melville SHS	Y07	Y08	Y09	Y10	Y11	Y12	Average	State
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%
2019	93.5%	91.1%	91.1%	91.3%	90.3%	91.5%	91.4%	86.7%
2019 State Average	89.8%	87.3%	85.3%	85%	86.3%	86.7%	86.7%	
2019 Like School Average	93.5%	91.8%	90.6%	90.5%	91.3%	90.7%	91.4%	

The regular school attendance (the percentage of students attending regularly 90%+ of the time) was 73.5%, falling slightly below the target figure of 74%. The State and Like School averages of 67.7% and 72% respectively were also lower than the 2018 figures. This drop in average attendance has been attributed to a higher than normal number of absences due to illness in the final weeks of Term 2, which was a state wide issue.



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 2020 that:

- Student Services continue to refine and promote the 'Every Class, Every Day' strategy
- Year Coordinators continue to refine the development and implementation of individual 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 and find alternative educational opportunities as appropriate
- Year Coordinators continue to develop and implement reward strategies and incentives for students with excellent attendance rates, including reward excursions and prizes.

The school continued to monitor the attendance rates of other identified at-risk groups, in particular our 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 an ongoing concern. Melville SHS had a total of 52 ATSI students enrolled in 2019, representing about 3.6% 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 average attendance rates, which in 2019 was 71.9%, up slightly (0.3%) from 71.6% in 2018. Although there has been a minimal increase in the average attendance of our ATSI students in 2019 this percentage still remains unacceptably low for 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) we have continued and refined established strategies such as 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 and Year 11 and 12 students have been given the opportunity to be enrolled in Aboriginal School Based Traineeships (ABST). In 2019 ATSI students were invited to attend a 'welcome' camp in week 3, Term 1. The camp (which was originally established in 2018) is provided free of charge to students who attended school during the first two weeks of Term 1 and was very well received by students. Due to the positive outcomes - increased attendance, engagement, connection and community - the camp has become an annual event. The school also saw an increase in collaboration with the City of Melville Willagee community center. ATSI students participated in a number of activities in the Willagee area including the planting of bush tucker at the Willagee Mia site and the Certificate II Construction course facilitated by Carey Training.

However, these 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 2020 further strategies are developed and implemented to improve the attendance outcomes of a number of our disengaged ATSI students. This includes strategies from the Aboriginal Cultural Standards Framework, that provides explicit guidance and support 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.

A World Class Educational Experience in a Safe Supportive Learning Environment

Throughout 2019, 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:

- Netball Specialist program team-building trip to Rottneest
- 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
- Sculpture By the Sea expedition for Art students
- Debating at Rossmoyne, Willetton and John Curtin
- Politics & Law students mock trials at the Supreme Court of WA.
- The Swan River Dolphin Watch Sustainability Project
- WA School Bands Festival for Music students
- 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 third best school in the state for interschool sport, based on the McMahon Shield competition plus third best for participation. This ranks schools on the number 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 SHS. 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 increase in the number of students taking part in our 2019 Inter-school Sports Program with sporting teams competing in AFL, Athletics, Basketball, Cross Country, Hockey, Netball, Soccer, Swimming, Touch Rugby, Volleyball, Water-polo, Surfing and Golf. A particular highlight was the commendable result of seventh place in the A Division Inter-school Athletics, making us the seventh best Athletics school in the state.

Our Interschool Swimming team finished third in B Division. Outstanding individual performances from the carnival included:

- Year 8 Student Eben Prinsloo was Runner-up Champion Boy
- Year 9 student Amelie Prinsloo was Champion Girl
- Year 10 student Michael Henning was runner-up Champion Boy
- Year 11 student Sean Bech was Champion Boy.

Other outstanding sporting achievements throughout 2019 included:

- Junior Boys finished first in the south-metro AFL competition
- Senior Boys and Girls volleyball teams won their A division competitions
- The Senior Boys soccer team reached the semi-finals of the highly competitive statewide all schools soccer competition
- The inaugural AFL girls team finished equal top in the south-metro 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 part of the regular 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.

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)
- HEAT - Healthy expression of Anger for Teens - workshops
- Bike Rescue engagement program
- Act-Belong-Commit student health and wellbeing targeted initiatives to all years
- Harmony Day, *RUOK?* Day, World Kindness day and whole-school NAIDOC activities
- Armed for Life: Strategies for resilience, effective communication and healthy relationships
- Restorative Practice meetings to effectively resolve student conflict when it occurs between peers
- Teen resilience presentation with Kate Fitzsimons
- 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 Presentation for Year 12 Leavers and Party Safe for Year 11/12
- 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 and the Ball for Year 12 students.
- The Health and Phys Ed Department co-ordinated Act, Belong, Commit Health Week for the whole school.

A successful grant application from the Federal Government 'Local Schools Community Fund' for \$15000 will enable four term-long programs of the iAM (healthy expression of emotions) program to be delivered in 2020 in addition to the above-mentioned activities, events and programs.

Staffing & Strategic Operations 2019

Staffing numbers varied slightly throughout the year but in November 2019 there were 189 full and part-time staff on site at Melville SHS comprising 131 teaching staff and 58 support staff. This indicates that the total number of staff and the total FTE has remained very similar to that of 2018. The workforce at Melville SHS continues to see a large number of part time employees (largely due to permanent staff taking maternity leave). Among the teaching staff there are six Level 3 classroom teachers and 38 senior teachers representing approximately 29% of the teaching workforce. Our 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 on the public register of the Teacher Registration Board of WA (TRBWA). 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
Graduate Certificate of Educational Business Leadership	3
Bachelor Degree with Honours	8
Graduate Diploma	62
Bachelor Degree	104
Diploma	23
Certificate III	4
Certificate IV (Workplace Assessor)	35

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

The number of staff holding a Certificate IV in Workplace Assessment is 35. 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 SHS recognises the importance of building quality future teachers for the profession. In 2019, over 42 pre-service teachers (from five different universities) worked with our experienced staff across every Learning (and Program) Area in the school. Melville has 15 graduate teachers and each of these are provided with direct support via our Collegiate Teacher Mentor Program over the first two years to support their effective transition into the profession. Each graduate teacher is aligned with a mentor, who is available for professional support with their lesson planning, teaching, classroom management, curriculum development, programming and assessment design to provide a solid foundation of support in the key areas of teacher development.

The mentoring and support provided to our graduate teachers aims to ensure each of them can demonstrate the necessary knowledge and skills required to effectively transition from graduate teacher status (as outlined in the AITSL standards) to fully registered status. This transition needs to be completed within the three-year period mandated by the Teacher Registration Board of Western Australian (TRBWA) and we’re very proud of our excellent track record in supporting graduate teachers at Melville to achieve this important milestone.

Outstanding Independent Public-School Review

In February 2019, the Department of Education launched a revised Independent Public-School Review process for WA schools to be carried out by the Public-School Accountability Directorate. In May of this year, Melville completed the Independent Public-School Review process and the School Executive Team was required to provide the review team with a self-assessment of the school’s performance, based on the evidence gathered by school leaders and teachers from across the school. This evidence was then validated by the review team through a process of intensive evaluation, and a full-day of face to face meetings with a range of teaching and non-teaching staff across the school.

While the review team use an overall two stage performance rating of “effective” or “needs improvement,” each of the six (6) review domains is rated on a five (5) point scale. It is with great pride that we can say we achieved the highest rating on the points scale, with the review teams feedback stating that; “The evaluation of the evidence from this review suggests that the school’s performance is SIGNIFICANTLY MORE THAN EXPECTED” .

The Independent Public School Review Team's ratings in each of the six domains of school performance are outlined below:

- Leadership - performance is significantly more than expected.
- Relationships & Partnerships - performance is significantly more than expected
- Teacher Quality - performance is significantly more than expected.
- Student Achievement - performance is significantly more than expected.
- Learning Environment - performance is significantly more than expected.
- Use of Resources - performance is significantly more than expected.

An abbreviated summary of the Public-School Review Team's written report findings in each of the six review domains is as follows.

Review Domains	Public School Review Team - Summary Findings
Leadership	Leaders have created a highly organised, structured, united and supportive work environment. All relationships are founded on high levels of respect for the leadership team. Parents, staff, students and Board members articulated high levels of advocacy for the school's direction and comprehensive planning documentation articulates school operation effectively.
Relationships and Partnerships	Trusting and productive relationships and partnerships within the school, the community and broader networks are founded on high levels of respect for the leadership team. Parents, staff, students and school board members articulated high levels of advocacy for school direction.
Teaching Quality	High quality teaching is clearly evident across the school and learning is recognised as the basis for achievement of the school vision. The school-wide approach to practice, communicated through the Melville SHS Teaching and Learning Framework, is underpinned by the AITSL Professional Standards for Teachers.

Continued



Student Achievement and Progress	Leaders and staff understand and appreciate the value of evidence-based decision making. Performance against school targets is reviewed regularly and rigorously to inform learning area and cohort planning for improvement. Student attainment and the WACE achievement rate has been at or around 100 per cent since 2016, while the Year 12 Median ATAR performance is consistently above Like Schools and has increased annually since 2016.
Learning Environment	An inclusive, engaging and orderly learning environment is embedded across the school, which supports positive student behaviour and high attendance rates. The high priority given to the supportive and caring pastoral care system is evident in the significant resources that have been assigned to developing a proactive Student Services Team in combination with its essential processes.
Use of Resources	Resource deployment for the establishment of an optimal learning environment, reflective of identified need in the school, is clearly evident. This results from the astute alignment of the school's short and long-term planning. Resourcing is targeted to support essential personnel and programs aligned to business plan priorities and targets for achievement.

The Independent Public-School Review process was a very pleasing confirmation of the hard work and commitment of our staff, students and school partners (eg; Parents, School Board, and the P&C). Although we are delighted with the outcome of the 2019 Independent Public School Review, we note that we will continue to strive for improvement to ensure we achieve the best possible educational outcomes for all of our students, every year at Melville. A full copy of the school's Independent Public-School Review is available on the school's website.

Business Plan 2018-20

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

In July of 2019, we reached the mid-point of the current Business Plan cycle. As part of our continual improvement process the School Executive Team led the school through a comprehensive mid-cycle review of our Business Plan strategies. This resulted in either new strategies being identified or existing strategies being amended to support the continued achievement of set targets to deliver the very best outcomes for students and our school community. Among a number of new strategies identified were;

- All teachers to engage in the use of PIVOT (a highly advanced teacher feedback tool) to increase the quality of specific feedback provided to them by the student voice and to support teacher development across the school. Teachers consistently reflect on the Teaching and Learning Framework, AITSL standards & PIVOT feedback to inform their daily teaching, reflect on their teaching strengths and areas for improvement and to develop a focus for lesson observation
- Each learning area 2IC (or nominated representative) is to oversee the provision of study skills resources for all year groups and to ensure all new teachers are inducted into the Elevate study skills program to track the progress of Gifted and Talented students more closely from lower school into senior school pathways
- Year Coordinators (with support from the Manager Middle-School, Manager Senior School and AIEO) are to ensure individual attendance plans are written and implemented for all ATSI students in their respective year groups who fall below 90% attendance (with the exception of students who are in MLP & RISE Programs)

These new or revised strategies have been incorporated into our Whole-school Operational Plan and their effective implementation will continue to be monitored and evaluated for effectiveness over the course of 2020, the final year of the 2018-2020 Business Plan.

Intensive English Centre

The Intensive English Centre's focus and targets on Literacy and Numeracy reflect those articulated in the 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 main stream 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 2019, students were streamed into three classes, with those students with language levels between high 2 and low 3 placed in L3; those working in mid to low 2 placed in L3; and, those working within low 1 to high 1 placed in L1. Some students in the lower ability classes presented with language acquisition difficulties. These were related to undiagnosed or diagnosed learning issues in their first language or, due to their limited schooling. Limited schooling students traditionally take the longest time to acquire language competence and are at highest academic risk; hence, are given two years in the IEC.



The tables below and opposite represent the language levels of 2019 graduating students in Semesters 1 and 2. Those students at Level 3 have achieved this level and are working within Level 4. As language acquisition is developmental, these students would be classified as needing more time. This is only granted in exceptional cases.

Scaffolded lessons, that support 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 is on phoneme and grapheme recognition, sentence and paragraph construction, grammar, comprehension skills, writing extended responses and complete essays, NAPLAN and OLNA preparation; 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.

The tables reflect significantly different results. Whilst the smaller cohort in Semester 1, were a particularly vocal, strong academic group, this was not the case for Semester 2. The L3 class, with the 'top-exiting students' was populated with a significant number of students who were very reluctant to speak or engage. Their passive learning style was difficult to shift and hence speaking and listening achievement was lower than in previous years. Also, the lower class was populated with quite a number of students who presented with undiagnosed learning difficulties. Whilst definite improvement was made, it took considerably longer and required more use of education assistants to provide one on one support.

Data and Summary Percentages for Graduating Cohorts

Semester 1, 2019 - 14 Students

	Level 5	Level 4	Level 3	Level 2
Listening	3=21%	9=64%	2=14%	0%
Speaking	3=21%	9=64%	2=14%	0%
Reading	3=21%	5=36%	6=43%	0%
Writing	3=21%	5=36%	6=43%	0%

Semester 2, 2019 Exiting Cohort - 30 Students

	Level 5	Level 4	Level 3	Level 2	Level 1
Listening	1=3%	12=40%	16=54%	1=3%	
Speaking	1=3%	6=20%	21=71%	2=6%	
Reading	1=3%	9=32%	10=35%	8=30%	2=6%
Writing	1=3%	9=32%	10=35%	8=30%	2=6%

Some students pick up language skills quickly and are able to emulate the modeled language. Even though these students have completed their IEC time, they still 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 continued lesson scaffolding at the Phase 2 Level within mainstream classes to enable student success.

It is recommended for 2020 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, grammar and spelling in order to continue the collegiate approach achieved thus far in developing student language achievement in Standard Australian English.

To further support language development in the four language modes, all teachers and education assistants will complete the one-day THRASS proficiency level training at the commencement of 2020, and then, focus on these areas to improve attainment.

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 resources across the school to enable the achievement of our Business Plan targets. It is important to note that during our Independent Public School Review in May of this year, the review team strongly validated that our strategic alignment of resources to the successful achievement of school targets was 'highly effective'. This resulted in the school been given a rating of 'significantly more than expected' for the part of the review which assessed the school's use of resources.

School Budget

The 2019 Student-Centred Funding Model (SCFM) provided a base allocation of \$9114 for students in Years 7 to 10 and \$9799 for students in Years 11 and 12. In 2018, the allocations were reduced by \$1157 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.

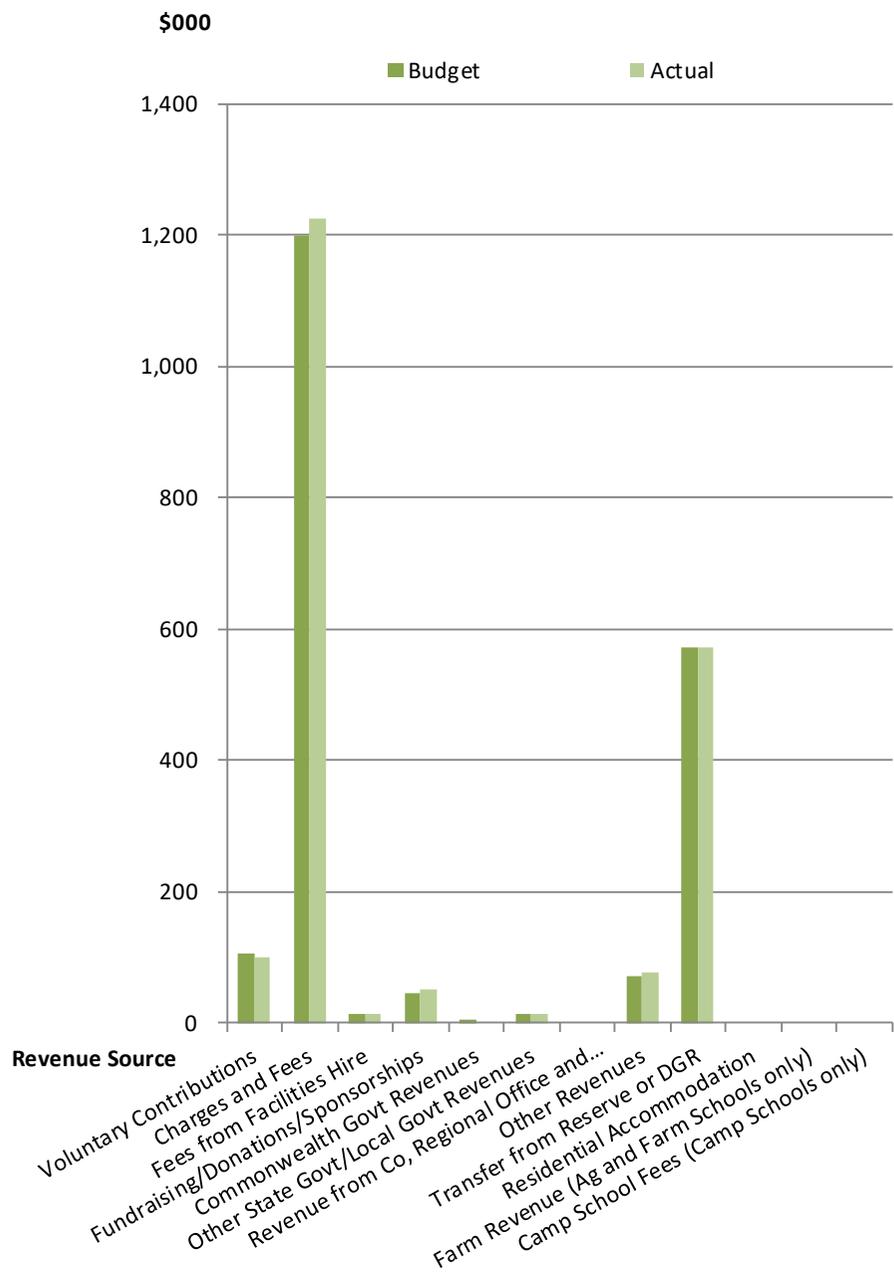
As can be seen in Table A, in 2019 Melville SHS had a one-line budget of \$19,746,994. The great majority (\$16,012,579) was allocated to staff salaries with \$3,734,415 for cash contingencies of which \$907,000 was for planned Capital and Minor Works (a component of 'Buildings Property and Equipment' 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 SHS 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.

Due to the reduction in per capita funding of students above 1200, coupled with the phased removal over three years of an annual \$500,000 transitional allocation, Melville SHS lost approximately \$430,000 in 2018. This increased to \$630,000 in 2019 and will be around \$830,000 per annum from 2020

A	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$104,500.00	\$99,634.24
2	Charges and Fees	\$1,198,280.00	\$1,224,266.04
3	Fees from Facilities Hire	\$12,544.00	\$12,769.32
4	Fundraising/Donations/Sponsorships	\$46,495.00	\$51,164.66
5	Commonwealth Govt Revenues	\$4,537.00	\$-
6	Other State Govt/Local Govt Revenues	\$14,253.00	\$14,252.50
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$70,780.00	\$76,039.71
9	Transfer from Reserve or DGR	\$571,280.00	\$571,280.00
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	Total Locally Raised Funds	\$2,022,669.00	\$2,049,406.47
	Opening Balance	\$477,724.00	\$477,724.33
	Student Centred Funding	\$1,234,022.00	\$1,232,622.46
	Total Cash Funds Available	\$3,734,415.00	\$3,759,753.26
	Total Salary Allocation	\$16,012,579.00	\$16,012,579.00
	Total Funds Available	\$19,746,994.00	\$19,772,332.26
B	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$160,603.00	\$153,370.55
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$500,314.00	\$501,611.43
4	Buildings, Property and Equipment	\$1,252,537.00	\$1,195,511.49
5	Curriculum and Student Services	\$1,056,685.50	\$1,030,813.33
6	Professional Development	\$54,946.50	\$26,954.73
7	Transfer to Reserve	\$200,000.00	\$200,000.00
8	Other Expenditure	\$116,544.00	\$128,775.43
9	Payment to CO, Regional Office and Other Schools	\$24,000.00	\$22,299.81
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	Farm Operations (Ag and Farm Schools only)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
	Total Goods and Services Expenditure	\$3,365,630.00	\$3,259,336.77
	Total Forecast Salary Expenditure	\$15,429,391.00	\$15,429,391.00
	Total Expenditure	\$18,795,021.00	\$18,688,727.77
	Cash Budget Variance	\$368,785.00	

Locally Generated Revenue - Budget vs Actual



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.

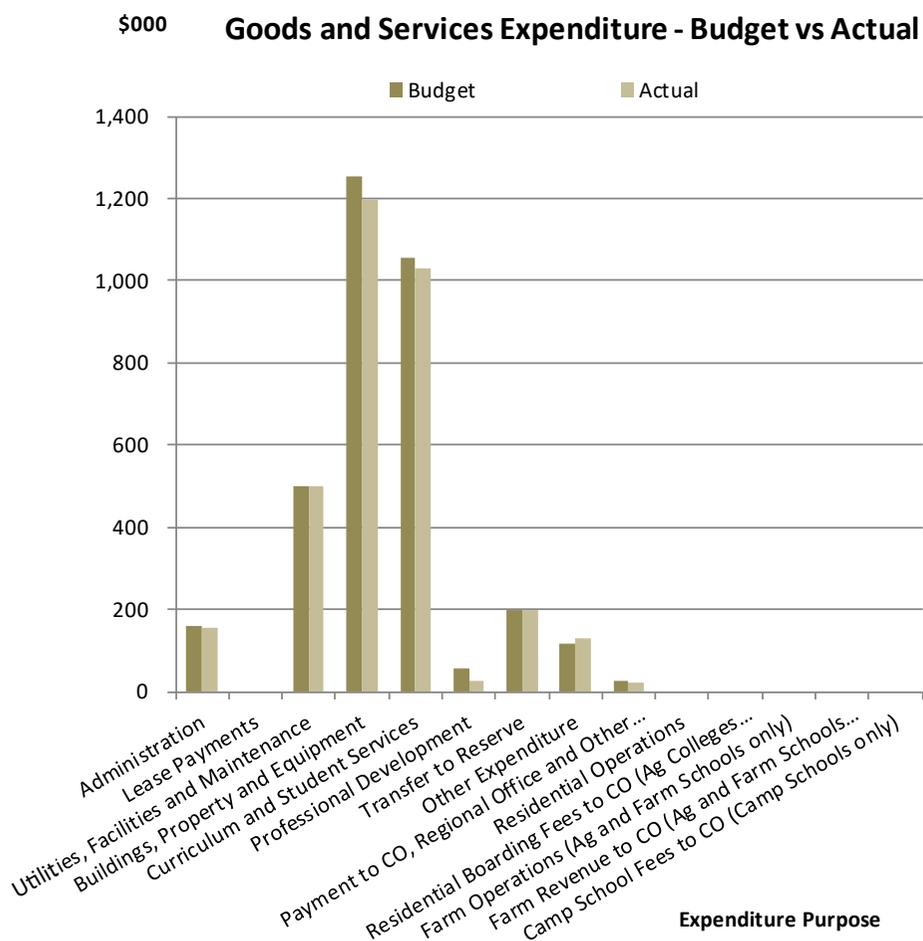
As mentioned, the school receives funds from a variety of sources including state and federal funding, as well as the school's Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges, which are paid by our school community. With the establishment 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 2019, approximately 84% of Years 7 to 10 (down from 88% in 2018) and 96% of Years 11 and 12 charges (an increase from 89% in 2018) comprising course charges and extra cost charge) 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 SHS 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.

C Cash Position as at:		
	Bank Balance	\$1,670,724.93
	Made up of:	\$-
1	General Fund Balance	\$500,416.49
2	Deductible Gift Funds	\$9,723.18
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$1,080,829.09
5	Suspense Accounts	\$98,032.17
6	Cash Advances	\$(5,100.00)
7	Tax Position	\$(13,176.00)
	Total Bank Balance	\$1,670,724.93

Capital Works, Assets and Resources

In 2019, \$907,269 was spent on building upgrades, which included \$411,280 for the new Performing Arts Centre (this included an amount of \$261,280 from donations from parents and the community for our building fund.)



Other planned and completed works included:

- Finalising landscaping for the Administration upgrade
- Additional shade umbrellas in science quad
- Additional security screening
- Installation of an ion filtration system to the school bore
- Garrison fencing to the new Performing Arts Centre
- Upgrade to air-conditioning in a number of classrooms

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).

Summary

As Melville SHS 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, the school maintained 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 a position where 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 future development. It is considered that we have met our financial accountability requirements while enhancing the capability of the school to achieve our school vision.



Melville Senior High School

Administration

