



MELVILLE
SENIOR HIGH SCHOOL

RESILIENT INNOVATIVE SUCCESSFUL

ANNUAL REPORT 2020

*Achieving excellence today and
building bright futures for tomorrow*



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Introduction

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2020 Melville Senior High School Annual Report to the school and wider community. We are extremely proud of this report and the many outstanding achievements our students accomplished last year, even with significant interruptions due to COVID-19.

One impact of COVID-19 was the lack of the comparative attendance and achievement data for similar and all State schools that we would usually address in the Annual Report. In Semester One 2020, NAPLAN testing was cancelled and there was no comparative Year 7 to 12 gradings due to schools' reporting in a range of different ways to reflect their adapted teaching and assessment responses to COVID-19.

However, in various school-based and public forums we were still able to measure our students' and therefore the school's performance in the intellectual (academic), physical (sporting), cultural (creative) and civic (citizenship) domains. There were some outstanding accomplishments, with the headline academic data reflected in the excellent results of our Year 12 students.

Both collectively and individually, our Year 12 students achieved outstanding results in the Western Australian Certificate of Education (WACE). 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:

- 99% WACE achievement, which was the second top result in the state (the Like School average was 97% while the public school average was 96%) 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 88.35 for TISC applicants (the Like School average and the public school average was 79%)
- Three students achieved an ATAR of 99+ (joining the highly prestigious all-state '99 Club')

- Ten students achieved an ATAR of 95+ gaining entry into the MSHS '95 Club'
- One student received a Subject Exhibition for achieving the highest examination mark in an ATAR Course (Health Studies)
- Three students received a Subject Certificate of Excellence for achieving in the top 0.5% of students in an ATAR course
- One ATAR course was identified as 'Leading Courses' for students scoring in the top 15% of the state
- Students in twelve courses scored above the state average
- Nine students received a School Curriculum and Standards Authority (SCSA) Certificate of Distinction and 24 a SCSA Certificate of Merit Award
- 25% of our students received an ATAR of 90+ placing them in the top 10% of all West Australian students, who studied an ATAR pathway
- 47% of our students received an ATAR of 80+ placing them in the top 20% of all West Australian students, who studied an ATAR pathway.

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 workplace. 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 the excellent Year 12 achievements, our Year 7 to 11 students achieved a higher percentage of A grades and A, B and C grades across all curriculum areas when compared to our Like Schools and all State Public Schools last year. This reflects the excellence in teaching and learning that's taking place at Melville and is reflective of a high achievement culture which we continue to strengthen each year.

Student cultural engagement was exemplified through the vibrant, high quality Melville Arts Programs. Throughout 2020, students were involved in numerous programs, events, competitions, exhibitions and performances. This resulted in some outstanding achievements, which we proudly celebrated as a school. In the Arts, our drama/solo entries won the "Outstanding Performance of a Stellar Script" and "Overall Health Award" at the 2020 YOH Fest Competition.

Our Year 12 dance students were featured and showcased in the 2020 YOH Fest Showreel, as were our Year 7 to 12 students for their outstanding work with the "Paper Plane Project", which encouraged social connection during COVID-19 isolation. The school continued to marvel at the ongoing achievements of the Swing Band, the Intermediate Concert Band, the Senior Concert Band, the Classical Guitar Ensemble and the Vocal Ensemble that make our Arts program truly world class.

In 2020, the Technologies department was separated from the Arts due to the significant size and breadth of content to be addressed. Deirdre Lewis was substantively appointed as Program Coordinator for the Technologies in Term 4, 2020 after acting in the position from the start of Term 2. Having Technologies as its own learning area will allow for a stronger focus on the development of new STEM learning experiences for our students and post-school opportunities.

Aviation achievements included our Year 10 Aviation students successfully achieving their Remote Pilot's License with the Civil Safety Authority, Michael Henning acquired his Recreational Pilot's License and Luke Yaxley flew solo for the first time - all outstanding achievements!

The Technologies team led our STEM Blast event, which saw local politicians and members of our local and wider community attend an exhibition of how STEM learning has been seamlessly embedded across all learning areas at Melville SHS. The event provided a wonderful showcase of STEM teaching and learning and a valuable insight into the rich STEM education provided to students at Melville across Year 7 to 12. Our strong and holistic approach to STEM in the lower and middle years of high school provides an excellent platform for students to build upon in senior school.

In terms of sporting successes, the school retained its third place standing 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 seventh consecutive year and placed eighth, making Melville SHS the eighth best public school in Athletics across the state. In addition to the excellent collective result there were

many outstanding individual performances, none more so than Indi Strom's exemplary performance in the Year 10 age group, which saw her crowned as the Runner-up Champion Girl for the carnival.

Our Interschool Swimming Team were fully committed to achieving their goal of a top three finish and a return to A division in 2021, but unfortunately this year's Interschool Swimming Carnival got cancelled due to COVID-19. In term 4, when many other sporting events were able to go ahead, our Year 9/10 girls water polo team did us proud when they took out second place across the state. The girls showed great effort, commitment and character and role-modelled the high levels of sportsmanship and teamwork that is synonymous with our sporting teams at Melville.

Our Senior Boys soccer team once again delivered some exemplary performances to finish first in the group stage of the competition. This is an excellent achievement as Melville is often grouped with schools that run specialist soccer programs (including Safety Bay and John Curtin). Congratulations to these students and to Mr Gerrard (our Senior Boys coach) who continues to get the very best out of the team.

Our Volleyball teams dominated again this year, firstly with our Senior Girls team winning their third statewide premiership in a row, an absolutely outstanding achievement! Our Senior Boys did exceptionally well also, finishing runners-up in the statewide competition. Our students continue to achieve excellence in interschool volleyball and they have developed Melville's reputation as one of the premier volleyball schools in the senior school age group for both girls and boys. Our other sporting teams, including basketball, touch rugby, hockey, surfing and golf, all proved highly 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 sports programs are paying dividends in terms of student participation, engagement and achievement.

Perhaps the most impressive indication of Melville's rich sporting culture was the attendance rate at our annual Sports Dinner Awards and Celebration night where we had 381 students across Year 7 to 12 who had represented the school with distinction throughout 2020. Such attendance is reflective of a highly committed and engaged group of students and Health and Physical Education teachers.

Many of our students are involved in community service, both at school and externally. This commitment was demonstrated through the Student Council, who raised funds for a variety of worthy causes including Beyond Blue and the WA Cancer Council. We are also delighted to acknowledge the many individual students (and 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 at school-based events such as our Parent-Teacher Interview Days, Valedictory Evening, Assemblies and at our Dance and Drama showcases. They always present as proud ambassadors of our school, hosting visiting dignitaries, parents and controlling traffic.

In 2020, Melville SHS continued to implement plans for the ongoing improvement of the school's built environment. We established plans to create three new and dynamic teaching and learning spaces in the Library, one as a designated learning environment for STEM related activities. The plans for the Library reflect a contemporary vision of synergy between literacy and numeracy development, STEM learning, study skills, whole-school teaching and learning initiatives and a focus on preparing students for a rapidly changing workplace. The capital works in the Learning Resource Centre are scheduled to start in late Term 1 2021.

We would like to note that our achievements across the school are greatly assisted by having students who engage in their own learning. We are proud to have polite, well behaved, positive and 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 and resilience with which they approached the most challenging of years in the face of COVID-19. We are proud to salute the teaching staff for the many outstanding achievements they were able to facilitate amongst their students. The quality of our teaching and non-teaching staff and the links with our students, parents and wider community are 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 2021 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.

**Principal
Phillip White**

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

**School Board Chair
Paul Richards**

BAppSc, Grad Dip (Org Psych), MBA

2020 Highlights

Technologies

- Australian Education Awards Best STEM Program finalist.
- STEM Blast - the celebration of STEM across the curriculum and a chance to showcase our partnerships.
- Appointment of Student STEM Ambassador - Jacalyn Harris
- Drop and Swap video launch - Guy Stapleton.
- Arts and Technologies became two separate departments for the commencement of Semester 2.
- Year 12 Design and Technology Woodwork students designed and made a wide range of items for their personal project task. Projects ranged from chairs and tables to games tables and craypots.
- Year 12 Food Science and Technology class showcased their skills with a morning tea.
- Digital Technologies students participated in a range of GROK learning challenges including Data Representation (Python) Challenge and the Website (HTML/CSS) .
- Digital Engineering students explored CAD software and designed and produced items using the new laser cutter and 3D printers.
- A highlight for the Year 11 Children, Family and Community students was the Baby Think It Over Virtual Parenting Program, where they learned what it was like to be a parent of a 'virtual' six week old baby for several days.
- Students from Years 7 to 10 participated in a range of practical and creative projects to introduce the design and manufacturing of a range of materials including wood, plastics, metals and manufactured boards.
- Years 7 to 10 GAT students participated in the BEBRAS Computational Thinking Challenge . Year 7 GAT student Callum Smith achieved a High Distinction. Jenna Baylis, Keli Crew, Noah McDowell, Giovan Munut, Alexander Pitt, Ria Sankhla and Jacob Warby did very well achieving Distinctions.
- EV Challenge and clubs including Chess, Ted Ed and Warhammer. Extra-curricular activities provided for students to build collaboration, critical thinking, creativity and communication skills.
- Year 10 student Syed Aljunied and Year 12 Corey Saxon received ADF Future Innovators Awards.
- During term 4, the Melville SHS Book Club included a very enthusiastic group of students who enjoyed sharing their reading experiences.

Continued.

2020 Highlights

ICT

Webex training and online learning during COVID.

Ongoing staff, student and parent training in Connect and ICT tools including a Year 7 ICT Masterclass.

Aviation

Year 12 student Flight Sergeant Natasha Jorgensen won the Cadet Efficiency Shield for Airforce cadets.

Year 11 student Xavier O'Brien won the Air Australia WA Timed Descent Challenge.

Year 11 student Michael Henning won the Minister's Aviation Scholarship for \$5000.

Year 10 Stella Simes went solo.

Year 10 Aviation students graduate Drone course.

The Come Fly With Me program was highly successful with Years 5/6.

Mathematics

Year 7 student Eric Xia received a Prize for a score in the top 0.3% of competitors in the Australian Mathematics Competition. A prize was also awarded to IEC student Eason (Yicheng) Huang. Another five High Distinctions and 37 Distinctions were awarded to Melville SHS students.

NUMERO competition.

Mathematics Olympiad.

Have Sum Fun.

English

Future Problem Solving Scenario Writing Competition. Students produced an original written scenario, in which one possible outcome of the future is developed through character and plot. Their story is set at least 20 years in the future, as an imagined, logical, outcome of actions or events taking place in the world, and is written as though the future was the present. In 2020 we received the following awards for FPS:

- Senior Division Scenario Writing - National Champion - Zak Alpers
- Best On-Site Scenario Writer Senior Division - Zak Alpers
- Online Scenario Writing Competition Senior Division - First Place Zak Alpers

- Senior Division Scenario Writing - Third Place Om Sharma, Fourth Place Teagan Soper

- Middle Division Scenario Writing - Fourth Place - Zoey Tham

- Top six National Finals Action Plan Presentations - Zak Alpers, Om Sharma, Teagan Soper and Zoey Tham.

- International FPS Competition - Fifth Place Senior Division Scenario Writing - Zak Alpers

- We were the only public school at the National Finals for Scenario Writing (and the only school from WA to make the national finals).

- Year 8 student Aliya Mohd Ibrahim placed in the Top 10 for the Lower Secondary Division of the Storyathon Micro Story Competition (one of only two Australians in the top 10).
- Book in a Day.
- Year 10 Debating Team won the 2020 Southern Districts Interschool Debating Competition. The students were Om Sharma, Joshua Cabutaje, Mia Edge, Liam Wegwermer, Gracie Smith and Paige Pownell.
- Year 9 debater Adam Lewis received of the highest scores they had ever awarded with 97/100 in one of the early rounds.
- Spelling Bee.

Arts

Cultural engagement and enrichment continued through The Arts longstanding dynamic co-curricular and extra-curricular delivery. Despite the difficulties imposed by circumstance, Arts students were provided with many and varied opportunities to anchor and showcase their learning in a variety of contexts including live and virtual performances and exhibitions.

The board would like to acknowledge the significance of students winning awards for excellence in writing and performance in YOH Fest, for the multiple selections in live and virtual Visual Art competitions and exhibitions that showcase the very best of our Visual Art students.

This would not be possible without the passion and commitment the Arts staff bring to their students and community every day. In a year where

they were required to pivot quickly from face to face teaching to online teaching, back to blended delivery then, finally, back to face to face teaching they worked tirelessly to ensure the curriculum was delivered rigorously with many opportunities for students to demonstrate their learning in practical applications. Highlights included:

- Performing Arts Centre official opening.
- Newly purchased grand piano.
- Caralee Community School musical performance.
- Soloists' Night showcased performances by Year 11 and 12 Music instrumental students.
- Music by Night end of year performance event.
- WAAPA Performances and workshop for Music in Focus students.
- Young Originals - Visual Art (five entries, competitive selection).
- Southern Perspectives - Visual Art (competitive selection).
- City of Melville Art Awards (10 entries selected).
- Year 8 Design students, Arielle Plottke (winner), Mina Debeljakovic and Aliya Mohd Ibrahim (runners-up) in the Spare Parts Puppet Theatre poster competition.
- City of Melville Happiness Appears Art Trail - Year 7 student Mya Hathaway selected with an individual entry and the School selected for 'Flaming Galah'.
- YOH Fest 2020 - award winning writing and performances for Dance and Drama.
- Dance students' virtual participation in the Paper Planes Project video Dance clip to encourage connection during COVID online learning.
- Year 10 Drama performance of "Cluedo - Interactive - Who Killed Mr White?".
- Year 10 student Ben Baumann was a Top Gear magazine international competition winning sports car writer.

Graphic Design Media

- GDM Masterclasses - industry professionals working with students (graphic design, fashion design, animation, music video production, creature creations workshops).
- GDM Showcase in the PAC.
- New and improved GDM Makerspace.

Languages

Lion Dance to Celebrate Chinese New Year.

Chinese Teachers Association WA State Mandarin Speaking Competition.

WA Chinese Story Telling Competition.

HPE

Year 9 student, Taige Sullivan representative in the School Sport WA Softball team.

School Sport 'Virtual swimming carnival' winners of B Division. Champions: Year 9s Eben Prinsloo and Eva Horak, Year 10s Levi Hartley and Indi Strom, and Year 12 Captain Sean Beck.

Health Week activities.

Netball Specialist Program Coach Ms Susan Gerrard, selected as coach of the School Sport WA Netball 15s team.

Year 12 student Celeste Johns awarded a Melville City Youth Sports Scholarship.

IEC

- Students participated and won the STEM challenge for 'Think creatively about how you can design a nature inspired swimsuit'.
- Several sports carnivals including swimming, softball, basketball, athletics, cross-country, soccer and badminton.
- Excursion to Scitech.
- Participation in the school Smoking Ceremony.
- Invitation to Remembrance Day Ceremony.
- In class home economics.

Student Services

- MEN OF MELVILLE pizza night and parent talk.
- Q&A Event with inspirational Aboriginal speakers
- Smoking Ceremony for reopening of Student Services after flooding.
- Harmony committee InclusiviTEA.

Other

COVID Community Support program donation appeal was established to support those in need in our community during the uncertainty of the COVID 19 lockdown.

Whole School Report Years 7 to 10

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

National Assessment Program Literacy and Numeracy (NAPLAN)

(Business Plan Targets 1.1.1 – 1.1.4)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a nationwide standardised test for students in Years 3, 5, 7 and 9, which assesses the capabilities of students in the areas of reading, writing, spelling, numeracy, grammar and punctuation. Scores compare the mean (or average) achievement of Melville students with DoE, Like Schools and Australian schools.

Typically, Melville had a higher mean achievement rate in each test area when compared to DoE, Like Schools and Australian schools in both Years 7 and 9 in all NAPLAN test areas. Melville also had a higher progress rate overall when averaged out in each test area across Like and DOE schools, which supports the achievement of Target 1.1.1 that measures the overall progress (from Year 7 to 9) and achievement of student performance in NAPLAN. The results below are indicative of our typical results. They show 2019 results, as in 2020 NAPLAN was cancelled due to COVID.

Summary of School Year 7 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.

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 is typically lower than DoE schools in all test areas, and also lower than Like Schools in which on balance indicates achievement of Target 1.1.2. It is recommended that in 2021, the Literacy and Numeracy Support Team in partnership with the relevant classroom teachers continue to identify students at or below minimum standard upon entry into Melville SHS and continue to provide a targeted support program tailored to meet each student's needs to progress to the benchmark in each test area. A second recommendation for 2021 is that the Literacy and Numeracy Support Team in partnership with the relevant classroom teachers present a series of 20 minute "Micro Lessons" implemented in Year 7 to target key keys in Literacy and Numeracy.

Maths and English teachers, the RISE Engagement Program teachers and the Literacy and Numeracy Team continue to monitor the Years 7 and 9 NAPLAN performances of our identified groups including Aboriginal and Torres Strait Islander students (ATSI), English as an Additional Language students (EAL), Gifted and Talented students (G&T) and Students at Educational Risk (SAER) against Band 8. A variety of strategies throughout 2020 continued to be implemented to improve the number of these students achieving Band 8, indicating the achievement of target 1.1.3.

It is also recommended that close, ongoing monitoring of these students continues throughout Year 8 and in term 1 of Year 9, before sitting their final NAPLAN in early term 2. Under the leadership of the Deputy Principal Middle School and Senior School, a range of literacy and numeracy strategies have been developed and implemented to support better outcomes for all students (including ATSI, EAL, G&T and SAER). This has been implemented by English and Maths Departments, the Literacy and Numeracy Support Team and the Literacy and Numeracy Committees in partnership with the relevant

classroom teachers and will continue to remain a priority focus at Melville in 2021. We are highly committed to improving literacy and numeracy results for all students, making us well-resourced to meet the individual needs of different groups of students across the school (achieving targets 1.1.3 & 1.14) through:

- Explicit teaching of literacy and numeracy skills in English and Mathematics classes
- Small-group intervention and individual student tuition
- Ongoing engagement of parents in student literacy development to support better literacy and numeracy outcomes for students
- Embedded literacy (including digital literacy) and numeracy teaching across all learning areas in the school
- Extension based literacy and numeracy development strategies to support our G&T students (and others) to achieve Band 8, 9 and 10 in NAPLAN
- On-line NAPLAN readiness testing for 2021

It is recommended that these strategies continue to be implemented in 2021, in addition to the many other literacy and numeracy based strategies contained in Learning Area Operational Plans and in the Literacy and Numeracy support Team's operational plan.

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

The Literacy and Numeracy Support Team continue to provide small group and one-on-one intervention and support to Year 10, 11 and 12 students to pass OLNA. Classroom teachers in English and Maths have been able to support literacy and numeracy development by identifying individual student weaknesses from Year 9 NAPLAN results and then provide targeted intervention and program resources in areas for student development.

In 2021, it is recommended that the Literacy and Numeracy Support Team and HOLA's of English and Maths continue to promote the use of student data (SAIS, Dashboard and OSI) 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 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, 44.3% of our Year 12s pre-qualified for OLNA when they were in Year 9, by the end of Year 12, 100% were qualified (compared with an average of 92.8% in Like Schools and 90.7% state schools - achieving target 1.1.5). The development and implementation of the Whole-school Operational Plan 2018 - 2020, Learning Areas Operational Plans, the Whole-school Literacy Plan and the continued work of the Literacy and Numeracy Committees and Literacy and Numeracy Support Teams, will ensure that whole-school literacy strategies and targeted literacy support for students continues in 2020 and beyond. The School Executive Team, along with Heads of Learning Area and individual teaching staff will continue to closely track the progress of student performance in NAPLAN 7 and 9 (with a particularly strong focus on writing), extending this to OLNA for Years 10 to 12 (Target 1.1.5) to support the achievement of relevant targets in Business Plan 2018 - 2020.

As mentioned previously due to COVID in 2020, Year 9 students did not complete the online NAPLAN, however they did get the opportunity to complete OLNA six months before they typically get the opportunity. The strategies implemented by English and Mathematics classroom teachers, and the Literacy and Numeracy Support Team led to outstanding results with just over 70% of student pre-qualified for OLNA who will not need to sit OLNA in Years 10,11 or 12. The table below shows the achievement categories.

Year 9 OLNA Achievement Categories				
Category	Numeracy	Reading	Writing	Students who:
1	11	12	8	Are at risk of not demonstrating the standard
2	36	27	33	Have yet to demonstrate the standard
3	179	187	181	Have demonstrated the standard

The school continues to aspire to ensure all students achieve their English language competency (which requires students to achieve a scaled score of 50% or higher in their final English WACE exam) and have implemented strategies to ensure they succeed in their Year 12 ATAR exam throughout 2020. These strategies include:

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

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 and is complimented by the efforts of all classroom teachers. In achieving target 1.1.8 the committees devised successful whole school initiatives that have been implemented by all learning areas across the school and included:

- Identified and targeted students below literacy and numeracy benchmarks with timely intervention strategies
- Up-skilled teachers in the use of data to identify individual areas of student strength and weakness and to provide individualised intervention resources to support literacy and numeracy improvement.
- Up-skilled teachers to acquire NAPLAN data on specific students to inform planning of lessons to most effectively meet the individual literacy needs of students
- Used diagnostic data (from prior tests) to identify individual strengths and weaknesses in student knowledge and understandings
- Developed personalised literacy programs for students to improve performance in the test areas required
- Extended higher performing students through the school's G&T and Academic Extension programs
- Learning areas continued to implement whole-school literacy strategies, which continue to be emphasised across the whole school

- Baseline testing (by the Literacy team) assessed student writing strategies with the intent of delivering refined strategies across the school throughout 2020, before post-testing to measure the success of these strategies.
- Learning areas focused on strategies that enhance student understanding of subject specific terminology, so that they could more effectively communicate their knowledge in written and oral assessments.
- Incorporated timed typing assessment tasks into a variety of learning areas to prepare students for on-line NAPLAN and to build their capacity to use their device effectively in alignment with the school BYOD policy.

Recommended for 2021 is the creation of a Teaching and Learning Team (TLT) who are responsible for developing the support strategies for classroom teachers and whole school strategies in Literacy, Numeracy, STEM, ICT and improved teaching and learning such as Study and Life Skills, 21st Century Learner skills of collaboration, communication, creativity and critical thinking, Lesson Observations, Student Voice and other current pedagogical improvement strategies.

It is also recommended that the Literacy, STEM, ICT and Numeracy Committees merge to create a Teaching and Learning Committee (TLC) responsible for targeted and succinct strategies to support an improvement focus in Teaching and Learning for both students and teachers. This committee would have a representative from each Learning Area or program across the school to support the whole school and Learning Area strategies specific to improving pedagogy.

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 2020, school performance in Years 7 to 10 showed that students out-performed state (DoE) and in the majority of cases, was better than Like Schools in all cases in Semester 2. 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. This is difficult to graph due to the interruption of COVID and the lack of data from DOE and Like schools.

In order to maintain or improve on these results in 2021 it is recommended that:

- Formalised homework classes continue for all middle school year groups
- Heads of Learning Area work with Like Schools in ensuring comparability and moderation in course and assessment development
- Individual and small group tuition for identified students continues across Years 7 to 12.
- Teachers continue to use formative assessment strategies to identify gaps in student learning and to fill these gaps prior to summative assessments
- Teachers continue to use a broad repertoire of instructional strategies (explicit instruction, cooperative learning, ICT based instructional platforms etc) to promote student engagement
- Teachers continue to implement low-key behaviour management skills as well as strategies that promote a safe, inclusive and accountable classroom environment that maximises active engagement from all students
- Heads of Learning Area continue to moderate student grade allocation in different academic pathways, across year groups and more broadly against Like & DOE schools for comparability to ensure fair, valid and accurate judgements on student (grade) achievements are made.

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

- Appropriate placement of Student at Educational Risk
- The review of student placement occurs on a regular (at least per semester) basis via the Placement Committee with representatives from Student Services and the Curriculum 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 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 2020 (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 eight years of usage, it is considered timely to review the use of Elevate for continued use in 2021. 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. The recommendation from the student and staff survey held in 2020 is that Melville will appoint staff in the Teaching and Learning Team for extra time to create a Melville specific Study and Life Skills program.

Pedagogical Change (Business Plan Targets 1.4.1 - 1.4.3)

During 2020, 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 last year in a three year whole-school program to build the capacity of staff to incorporate highly effective, research based CMIS into all classrooms across the school.

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

Throughout 2020, staff across the school have also been provided with the opportunity to have a conference accredited classroom management skills trainer come into their classroom to provide observational feedback regarding their use of instructional strategies. It is recommended this continues in 2021 and that the trainers observe at least one lesson a semester by a graduate teaching staff member to support their development from graduate teacher status to the proficient level as outlined in the AITSL teacher standards.

In 2020, classroom observation continued as a focus and was again an element in the formal Performance Management plans for all staff. Line managers observed staff and provided formal feedback. 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 2021 and that all staff participate in PIVOT a formalised students survey approach to improving teaching practice by students for teachers.

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 2020, the demand for selection into these programs continued, with entry testing seeing in excess of 395 candidates. As a result of COVID our Saturday testing processes were delayed and testing occurred later in the school year, this resulted in a higher number of applicants, a possible strategy for 2021 is to offer later testing date(s).

The Aviation, Music and GDM programs continued to be supported by strong and active parent support groups. Each of these groups were involved in developing the Engagement Policy while also providing supplementary funding support. This funding has enriched the programs and learning experiences offered to these students and has been very much appreciated by the school. Recommendations for 2021 onwards are to focus on certificates and outside short courses that can provide students with qualification in their chosen interest area, eg. Drone certificates 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.

Leading Curriculum Change (Business Plan Targets 3.1.1 and 3.3.1)

Western Australian public and private schools have experienced significant curriculum change as the new Western Australian Curriculum (encompassing the Australian Curriculum Phases 1, 2 and 3) continues to be implemented with Languages to be implemented in 2022. A continual refinement of assessments and practices is to be proactively reviewed at Melville in all Learning Areas (achieving Target 3.1.1).

The Arts and Technologies learning area was recommended to be separated with a trial in 2020 Semester 2 with the implementation of a new Level 3 Head of Learning Area. Both Learning Area HOLAs responsible for the curriculum in both the Arts and Technologies Learning Areas reflectively were focused on the breadth and depth requirements of the different curriculum contexts that need to be offered to students for compliance with SCSA. As a result of the trial in Term 4 2020, a HoLA of Technologies was formally appointed.

It is further recommended to support the two Learning Areas that offices in both Arts and Technologies are updated for full time and part time staff. The Languages department have until 2022 to complete full-implementation of the WA Curriculum. Throughout 2020, 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 weekly basis next year, where Curriculum is the focus for three weeks of each month and student engagement and Student Services is the focus for one week of each month.

Throughout 2020, 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 and 7. The Riverside Network also seeks to bring together Melville SHS with its local feeder primary schools to ensure a smoother transition for students from primary school into secondary school. A key part of the networking with local primary schools is to ensure that subject programming in Year 6 Maths, English, Science and HASS aligns and progresses sequentially with the Year 7 curriculum in each subject area to support incoming Melville SHS students to make a successful academic transition into Year 7. A recommendation to better enable transition and orientation to Melville is to offer short courses to our Riverside Network schools and the wider community in Gifted and Talented, GDM and STEM, which will also support our Specialist Programs.

Implementation of STEM Initiatives (Foci 3.2)

In 2020, a number of STEM initiatives were implemented across the school including the 'Creator Kids Program', which provided different classes across Years 7 and 8 with entrepreneurial workshops. Students looked at how technologies could be used to solve real-life problems and developed their own technological project prototypes (to solve a real life problem). This was presented through Science classes.

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.

Successes occurred in the HASS Learning Area with entrepreneurial and sustainable class assessments and the partnership with the Water Corp that encouraged Learning Areas across the school to embed STEM thinking and Making into all classrooms.

Other STEM initiatives and highlights through 2020 included:

1. The Cross-curricular Electronic Vehicle (eV) Challenge was under the guidance of DAT teachers and involved 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.
2. The Digital Engineering 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, for real clients.
3. The Integration of design processes across most Applied Technology Courses has provided a structure to house the practical application of STEM skills, concepts and processes to promote high student engagement in STEM learning due to the provision of 'hands on', authentic related learning experiences to encourage opportunities in senior school.

4. A revised Certificate II in Engineering in Materials, Design and Technology, Technical Graphics and AIT allowed students to acquire relevant foundation level knowledge and skills to transition into a Certificate IV (or diploma) in Engineering at TAFE, with the possibility of entry into a university based Engineering course.
5. STEM BLAST was the inaugural presentation of the STEM thinking and making that occurred across all Learning Areas in an open day and evening event. It showcased our partnerships with Universities, Local businesses and the WaterCorp. It is recommended that this become an annual event that occurs over two days.

Although it is evident that STEM initiatives are implemented and the school is achieving target 3.2, it is recommended that in 2021, the STEM Coordinator position (with 0.2 FTE) become an integral member of the Teaching and Learning Team that participates in delivering “Micro Lessons” with a STEM focus and to develop strategies with the G&T Coordinator and the Teaching and Learning Team to support STEM implementation across the school. Specifically, to enable further implementation of engaging STEM based learning opportunities for more students to enable STEM based initiatives (and/or concepts) to be seamlessly embedded into the curriculum and activities in all learning areas to further increase the interest and uptake of STEM across the school in all years.

Information Communication Technology (Business Plan Target 3.3.1)

Information Communication Technology (ICT) has continued to grow at Melville SHS with all students now part of the ‘Bring Your Own Device’ program (BYOD). Following the allocation of funds for the wireless infill project, to replace and upgrade the school server, the ‘speed and connectivity’ for devices continued to improve in 2020, The ongoing iPad roll out for all staff throughout the year continued the school’s commitment to engage staff in the consistent use of their device as a teaching and learning tool. This has resulted in teachers incorporating a variety of ICT based instructional engagement strategies into their teaching to improve student learning outcomes. This was highly evident when implementing online Teaching and Learning during COVID, as staff and students were well prepared for the change in practices that online offsite teaching and learning demanded.

Throughout 2020 a variety of ICT based instructional strategy workshops as well as electronic device training for both new and existing staff continued and it is recommended this continues in 2021. The school continued using Connect (a web-based software package provided by the DoE) to give students and parents all-hours access to course outlines and assessment programs, as well as student marks and grades. The school developed a standardised approach to assist parents to find course and assessment outlines, relevant learning resources and it enabled parents to become more actively engaged in their child’s learning.

In 2020, all staff were further trained in the use of a new interactive learning (and information storing) platform called One-note, as well as TEAMS and Web-EX storage and video platforms. 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 is recommended to proactively approach the Department of Education to be a trial school for Student TEAMS in 2021.

It is further recommended that new and current ICT platform workshop continues to be offered to parents. The rapid uptake of parents accessing reports shows ample evidence of widespread uptake of ICT among staff, students and parents and we assess that we are achieving Target 3.3.1.

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

Throughout their six years at Melville SHS, G&T students have been provided with an array of extension courses, competitions and accelerated curriculum initiatives to help them succeed in their chosen school or university courses. New initiatives in the G&T Program throughout 2020 included:

- Student Leadership opportunities and committees
- Awards evening to acknowledge the academic achievements of students in the G&T Program from Years 7 to 12. This student-led end of year function celebrated the year level successes and showcased the creativity, educational achievements and the close knit relationships of the G&T program students and staff
- ‘Genius Hour’ extended learning area interests and trialled creative, entrepreneurial based project learning

- A STEM-based 'Creator Kids' program initiated 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.

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. Also, that a Gifted and Talented file for all G&T students will house important documentation - including volunteer certificates, competitions and exhibitions certificates as well as any academic awards - gold, silver and bronze certificates.

In 2020, our thirteenth class of G&T students graduated, achieving a median ATAR of 94.8%. Students were offered entry to a range of universities of their choice including Melbourne University, the Australian National University, the University of Western Australia, Murdoch, Edith Cowan, Notre Dame and Curtin Universities.

In 2021 it is recommended that:

- New G&T teaching staff undertake the GERRIC training to continue to build the knowledge and skills to maximise the performance of these students
- The G&T Coordinator apply the use of longitudinal tracking to better monitor the progress of all students in the program across Years 7 to 12.
- The graduating G&T students be surveyed on the success of these strategies in improving teaching and learning and that a more robust database of their destinations be established
- Investigate the use of student peer support with recently graduated G&T students coming back to individually or in small groups work with current G&T Melville Senior High School students
- The Senior School G&T students establish a mentoring program for middle school G&T students
- Greater presence of G&T marketing to occur via our school website
- Year level G&T opportunities to involve cross curricular opportunities in the school curriculum
- Continue and explore new interschool opportunities like Debating and Numero.



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 the second highest Department of Education school and top 20 school in the entire state with a WACE achievement of 99.47% WACE achievement and 100% Attainment (55+ ATAR or completion of a Certificate II). This is an outstanding achievement and is well above our Like Schools (95%) achieving Target 1.3.1.

WACE Achievement 2015 - 2020

Year	Eligible Year 12 Students	Percentage Achieving WACE
2015	155	100%
2016	147	95.2%
2017	186	96%
2018	190	100%
2019	206	100%
2020	189	99.47%

Practices that will continue in order to achieve this target in 2021 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)
- Counselling processes updated to reflect the new WACE requirements

To achieve WACE, a student must also satisfy English Language Competence which is based on achieving an A, B or C grade in their Year 12 English course work and attaining a final scaled score of 50 in their English, English Literature or EALD ATAR exam. In 2020, 90% of students successfully achieved this important benchmark and in the process Target 1.1.6. Further analysis and intervention throughout a student's Year 11 English ATAR course subject will be implemented to improve this percentage.

Tertiary Entrance and Median ATAR (Target 1.3.2)

Of 189 Year 12 students, 92 students (41%) 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 80.35 (see table below). Altogether 61 (68%) 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. However, due to Covid 19, a large majority of our ATAR students (75%) had unconditional or conditional offers to University prior to sitting their ATAR examinations. The 2020 Melville SHS Year 12 students achieved a median ATAR of 80.35, which was comparable with our Like Schools (80.2) and above the state school average (79.25) satisfying Target 1.3.2.

Median Australian Tertiary Admissions Rank for TISC Applicants 2016 - 2020

Year	School	Like School	State
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
2020	80.35	80.3	79.5

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 2020, 9 (10%) ATAR students did not achieve a scaled score greater than 50 in their English ATAR exam an improvement of 4% and a return to gains made in 2017 and 2018.

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:

- On entry data analysis of all students entering into a Year 11 ATAR course and tracking of their progress for semester 1
- Identification of Year 11 students at risk in ATAR English courses of potentially not achieving a scaled score greater than 50 in Year 12
- Identified strategies and implementation of strategies to support these students
- 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 89 Year 12 students did extremely well in their ATAR exams especially given the 2020 Year:

- Two students received an ATAR greater than 99 (Eunice Tan and Benjamin Seow - top 1% of the state)
- 10 % of students received an ATAR greater than 95 (top 5% of the state)
- 26% 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)

Year 12 ATAR High Achievers

Subject Exhibition

ATAR Health Studies - Esther Tan

Subject Certificate of Excellence

English - Harisheni Krishnan Gopala

Health Studies - Esther Tan

Mathematics Applications - Eunice Tan

Melville SHS 99 Club

Eunice Tan

Benjamin Seow

Melville SHS 95 Club

Maen Dofash

Marcus Robertson-Wall

LeAnn Yap

Esther Tan

Stephen Omodunbi

Harisheni Krishnan Gopala

Zarin Tasneem

Certificates of Distinction

Pablo Angel Jaramillo

Riley Baumann

Maen Dofash

Maria Joseph

Benjamin Seow

Esther Tan

Eunice Tan

Zarin Tasneem

LeAnn Yap

Year 12 Special Awards

P & C Citizenship Award

Caltex All-rounder Award

Sam Hurst Memorial Award for Best Sportsman

Sam Hurst Memorial Award for Best Sportswomen

Cultural Award

Academic Excellence Award - Gifted and Talented

Gifted and Talented Ambassador Award

ADF leadership and Teamwork Award

ADF Future Innovator Award

Personal Excellence Award

UWA Principal's Citizenship Award

Curtin Principal's Recommendation Award

Best Sportsman

Best Sportswoman

Dux ATAR Ben Seow

Dux VET Sam McCullough

Certificate of Merit

Allana Alford

Elena Bodt

Rachael Burns

Shanae Cammell

Elisabeth Camporeale

Cade Duffy

Olivia Garrity

Harisheni Gopala Krishnan

Alek Grosse

Liam Guarino

Ethan Hardy-Atkins

Ellie Irving

Ellis Janson Ferrall

Akila Kulasekera

Ashleigh McIntyre

Elton Miranda

Samuel Nancarrow

Stephen Omodunbi

Jawad Rehman

Marcus Robertson-Wall

Finn Sangster

Corey Saxon

Jasmin Stewart

Dean Morris

Ashleigh McIntyre

Samuel McCullough

Aurorah Burling

Dylan Chua-Limargana

Benjamin Seow

Rachael Burns

Natashia Jorgensen

Corey Saxon

Isabella D'Alessandro

Dean Morris

Marcus Roberson-Wall

and Maen Dofash

Jack Steele

Nicole Robson

- 67% received an ATAR greater than 70 (top 30% of the state)
- 92% of our students achieved an ATAR of 55+ (top 45% of the state)
- Nine students (5%) received a state-wide Certificate of Distinction (listed on page 3)
- 24 students (13%) received a Certificate of Merit (listed page 3)

A total of 33 students received a Certificate of Distinction or Merit, meeting Target 1.3.4. In addition to Certificates of Distinction or Merit, Esther Tan 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. A Certificate of Excellence was also awarded to Eunice Tan for Mathematics Application and Harisheni Krishnan Gopala for English. Eunice Tan 99.7 and Benjamin Seow 99.65 (school Academic Dux in 2019) gained entry into the school's exclusive '99 club'. An additional seven students (listed on page 3) achieved an ATAR greater than 95 and were therefore inducted into the Melville SHS 95 Club. This was an improvement upon 2019

Melville SHS had one subject with the highest performing students in the state. For the fifth year in a row, Health Studies had the top performing student in the state as well as the top performing class. There was also an increase in the number of subjects that had a scaled mean score higher than the state average (Chinese Background Language, Health Studies, Visual Arts, English EALD, Mathematics Applications/Methods/Specialist, Chemistry, Physics, Physical Education Studies, Applied Information Technology and Accounting & Finance)

The WACE median applied ATAR of 88.95 for TISC applicants meets Business Plan Target 1.3.2 and the percentage of students achieving an ATAR score of 80+ (51%) 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
2016	64	28	44%
2017	93	28	30%
2018	93	47	50.5%
2019	96	64	66%
2020	89	59	66%

It is therefore recommended for 2021 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 Melville SHS' new 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
- Have closer monitoring and motivational strategies for students who sit in the mid tricile at the end of Semester 1
- 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 2020 Melville SHS achieved an outstanding attainment rate of 100% compared to the state average of 96% and the Like School average of 97% (achieving Target 1.3.3).

Vocational Education

In 2020, 177 Year 12 students (78%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 177 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 2018 who subsequently enrolled in Melville SHS in 2019 and 2020, 95% of students completed Year 12. The 5% that either enrolled in Year 10 in 2018 and/or 2019 but not 2020 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	
		Number	Percentage	Number	Percentage	Number	Percentage
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%
2020	188	92	41%	177	78%	177	100%

This is a significant shift from 2019 and highlights strongly that we are achieving our school vision of providing strong academic and vocational pathways for our senior school students as they make the successful transition from late adolescence to early adulthood.

Summary of Year 12 Academic Successes

In 2020 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:

- A Subject Exhibition (Health Studies)
- Three Certificate of Excellence
- Subject that had the highest performing students in the state (Health Studies)
- Two students in the state's '99' Club
- Nine students in the school's '95' Club
- 13 courses scored above the state average
- 10% in the top 5% ATAR scores in the state
- 26% in the top 10% ATAR scores in the state (90 + ATAR)
- 51% in the top 20% ATAR scores in the state (80 + ATAR)
- 100% OLNA qualification rate (achieving Business Plan Target 1.1.5)
- A 99.47% WACE graduation rate (achieving Business Plan Target 1.3.1)
- A median ATAR for TISC applicants of 88.95 and for all student of 80.35 (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)
- Nine students received a School Curriculum and Standards Authority Certificate of Distinction (contributing to achieving Business Plan Target 1.3.4)
- 24 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 2020 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 2020 Year 7 student cohort, where all but 38 of our 250 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 1445 in 2020. 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 250 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 1442 is within Business Plan target 2.1.1 (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 2021 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 1445 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 competitive educational environment in which we operate (that 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 that are largely controlled by external factors outside of the school's control, most notably COVID-19 in recent times. 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.

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
2020	1442	259	230	234	215	226	214	22	42

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 2020. With the separation of the Arts and Technologies learning areas a new staff office for the Arts was developed as well as a brand-new classroom (G10).

Planning has commenced on re-furbishing the Learning Resource Centre (Library) which will see the learning space redesigned to include three new dynamic teaching areas, one with STEM technology and equipment, one as a computer lab and a third as a multi-purpose facility for use by all teachers. This will also include the opportunity for lesson observation to support teacher development. Planning is also well and truly underway to upgrade and modernize the D&T classrooms and to ensure that as workshop facilities they are compliant with the Department of Education's revised Occupational Health and Safety Guidelines.

The funding for the upgrades outlined above will comprise of \$925K from the state government and a further 500K will be self-funded by the school as part of its ongoing plan to enhance the built environment and support our vision to be the school of choice in our local and wider community. In partnership with the School Board the school has continued to engage in strong conversations with politicians to acquire \$10 - 11M in funding for a new gymnasium which our school community voted on as their next most desirable capital works project within the school. We are hopeful that with the 2021 state election fast approaching that we can secure funding as part of a pre-election funding promise from the two major political parties.

After the 2021 election these promises are realised with the school gaining the funding for the refurbishment of the Gym at 7.5 million, \$100,000 for the canteen and also a 1.5million STEM building. It is anticipated that contracting the architects and designs will begin term 2 or 3, 2021 with building to commence shortly after this.



Staffing & Strategic Operations

Staffing numbers varied slightly throughout the year however in November 2020 there were 191 full-time and part-time staff on site at Melville SHS comprising 129 teaching staff and 62 support staff. This indicates that the total number of staff and the total FTE has remained very similar to that of 2019.

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 four Level 3 classroom teachers representing approximately 32% 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	2
Master Degrees	2
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 Certificate 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 2020, over 38 pre-service teachers (from five different universities) worked with our experienced staff across every learning and program area in the school. Melville has six graduate teachers and each of these are provided with direct support via our Graduate Teacher Mentor Program (over the first two years of being appointed to Melville) 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 support their development and to assist with the completion of their graduate portfolio.

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, which sees them recognised as a proficient teacher. This transition needs to be completed within the three-year period mandated by the Teacher Registration Board of Western Australian (TRBWA) and we are very proud of our excellent track record at Melville, which has seen us support every graduate teacher that has been appointed to our school achieve their full registration as a proficient teacher.

Business Plan 2018-20

The school is delighted to note that at the end of the third and final year of our current business plan that we are tracking as 'green' for all targets being achieved, which is something we are very proud of as a school. However, there is always room for further improvement and following the schools self-review throughout 2020, ahead of the development of Business Plan 2021 - 2024, a range of new initiatives and focus areas have been identified. These are aimed at improving student outcomes and supporting achievement in new focus areas for inclusion in Business Plan 2021 - 2024. They include:

- All teachers are 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.
- A teacher will be appointed to lead and support the school-wide delivery and uptake of study skills from Years 7 to 12 (as opposed to using ELEVATE, who are an external study skills service provider).
- Additional school-wide strategies to improve the ongoing quality of assessment and feedback provided to students to support their progress and achievement in all classes.
- The introduction of literacy focused micro-lessons for Year 7 and 8 students to support literacy development.
- A stronger focus on leadership development amongst identified staff and students.
- All teachers (including pre-service teachers) will be provided with targeted STEM based professional learning to promote excellence in teaching and learning practice.
- Revised strategies to support increased achievement of ATAR students in the middle to lower tricolours of achievement.

The areas for focus above have been identified by a combination of various groups across the school including our Executive Team, Senior Leadership Team and by individual teachers to drive further improvement in student outcomes.



Intensive English Centre

Undeterred by the impact of border closures on enrolments due to COVID19 travel bans and by the need to deliver programs online at times, the Intensive English Centre has continued to thrive evidenced by its teacher capacity to continue quality online teaching, adjust the curriculum where required, offer support to students via CONNECT and in offering support to colleagues and parents. This collegiate approach to 'business as usual' during a pandemic has highlighted the team's ability to adapt at short notice; a significant part of this was in upskilling staff to use technology to deliver daily lessons. The speed with which this occurred validates the extent to which interdependence and collegiality as a collective can achieve extremely encouraging outcomes.

Student performance continued to improve regardless of mode of delivery. Encouraged by the continual regular online contact, students demonstrated confidence in being able to access content, view tutorials, access and complete assessments and submit for marking. This is no mean feat in an environment where English is an Additional Language. So, needless to say, I am proud of my team and thank them sincerely for the manner in which they stepped up.

Whilst our numbers are reduced at present, we do have a list of potential students waiting to enter the country as soon as borders reopen and the overseas inquiries have been steady.

2020 will go down as the year of years! The IEC's reputation for delivering a high standard language and literacy program continues; we have ongoing parent interest in sending their students here to access that quality education. Evidence of our success is with the outstanding ATAR achievements by some of our best students who made their start at this Intensive English Centre. It is also confirmed by the number of students who pass NAPLAN and OLNA within a short time after leaving the centre. Mainstream teacher feedback on our students' attitude and engagement in their learning and demonstration of their acquired literacy and language skills is further confirmation of our success.



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.

School Budget

The 2020 Student-Centred Funding Model (SCFM) provided a base allocation of \$9211 for students in Years 7 to 10 and \$9903 for students in Years 11 and 12. Since 2018, these allocations have been reduced for additional students above an enrolment threshold of 1200, and in 2020 this amount was \$1169. 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.

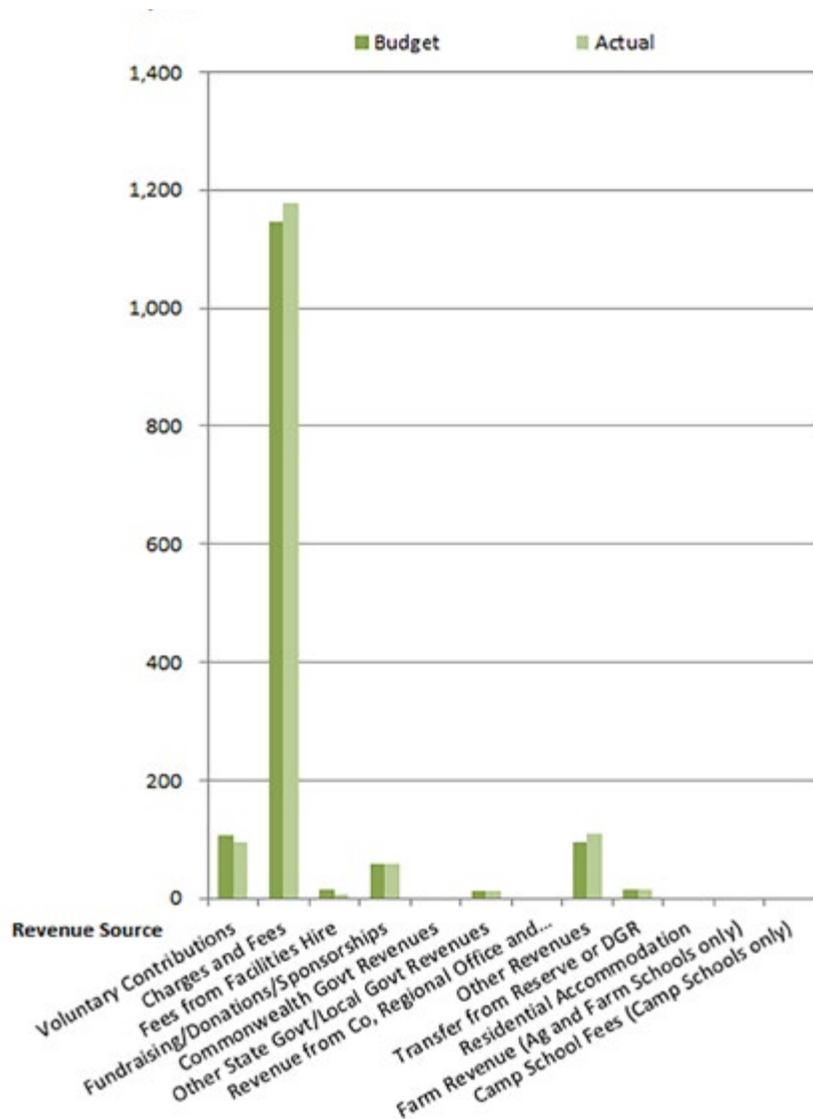
As can be seen in Table A, in 2020 Melville SHS had a one-line budget of \$19,109,134. The great majority (\$16,244,090) was allocated to staff salaries with \$2,865,044 for cash contingencies.

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 seven 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 realign 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 increased to around \$830,000 per annum in 2020. 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.

A	Revenue - Cash & Salary Allocationⁿ	Budget	Actual
1	Voluntary Contributions	\$106,000.00	\$95,763.86
2	Charges and Fees	\$1,145,234.00	\$1,177,044.72
3	Fees from Facilities Hire	\$14,000.00	\$5,006.01
4	Fundraising/Donations/Sponsorships	\$58,974.00	\$59,172.73
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$12,008.00	\$12,007.50
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$95,773.00	\$110,271.95
9	Transfer from Reserve or DGR	\$16,000.00	\$16,000.00
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	Total Locally Raised Funds	\$1,447,989.00	\$1,475,266.77
	Opening Balance	\$500,416.00	\$500,416.49
	Student Centred Funding	\$916,639.00	\$917,638.60
	Total Cash Funds Available	\$2,865,044.00	\$2,893,321.86
	Total Salary Allocation	\$16,244,090.00	\$16,244,090.00
	Total Funds Available	\$19,109,134.00	\$19,137,411.86
B	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$142,125.00	\$157,164.96
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$496,089.00	\$524,066.95
4	Buildings, Property and Equipment	\$447,000.00	\$356,060.31
5	Curriculum and Student Services	\$807,021.00	\$758,436.55
6	Professional Development	\$15,635.00	\$26,126.41
7	Transfer to Reserve	\$405,700.00	\$405,696.17
8	Other Expenditure	\$144,477.00	\$135,695.45
9	Payment to CO, Regional Office and Other Schools	\$31,887.00	\$35,144.53
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	\$2,489,934.00	\$2,398,391.33
	Total Forecast Salary Expenditure	\$15,700,357.00	\$15,700,357.00
	Total Expenditure	\$18,190,291.00	\$18,098,748.33
	Cash Budget Variance	\$375,110.00	

Locally Generated Revenue - Budget vs Actual



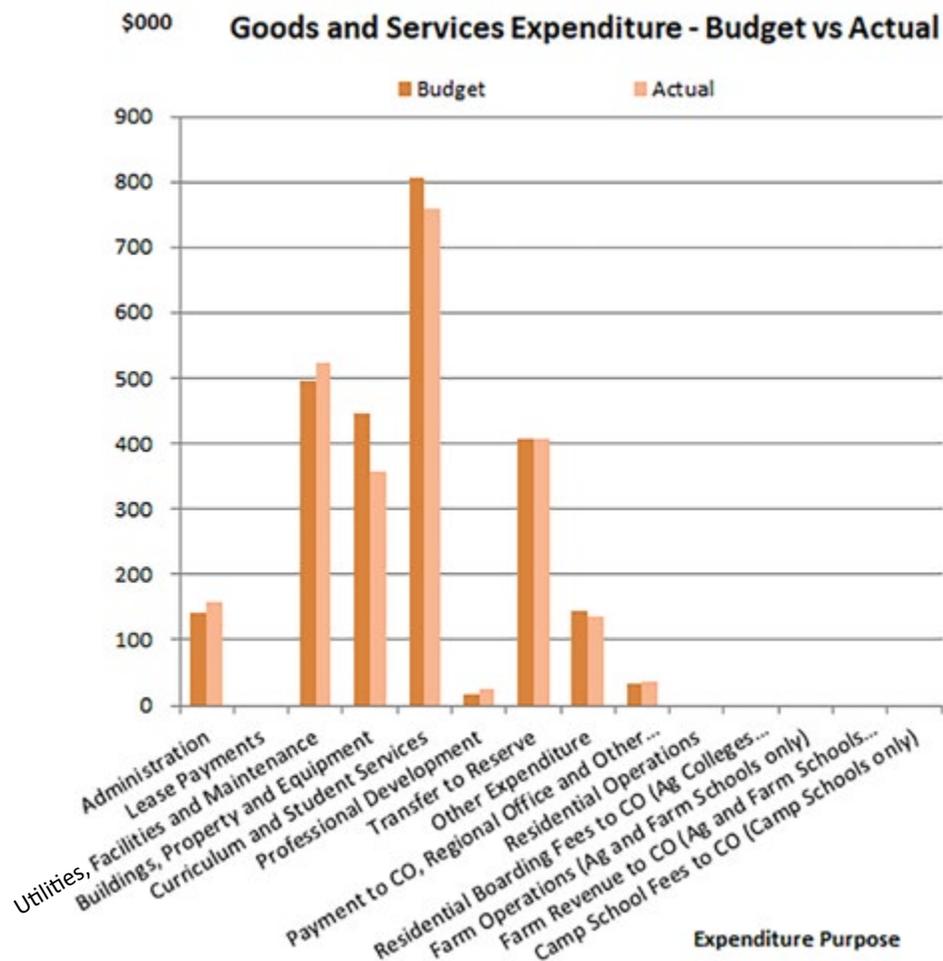
As mentioned, the school receives funds from a variety of sources including state and federal funding, as well as the school's Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges, which are paid by our school community. With the establishment 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 2020, approximately 81% of Years 7 to 10 (down from 84% in 2019) and also 81% of Years 11 and 12 charges (a decrease from 86% in 2019) comprising course charges and extra cost charge) were paid in full - a pleasing collection rate above the 80% used by Learning Areas to set their annual budgets and taking into consideration the effect COVID-19 had on some families' ability to pay school contributions and charges

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.

Cash Position as at:		
	Bank Balance	\$2,101,239.28
	Made up of:	\$-
1	General Fund Balance	\$494,930.53
2	Deductible Gift Funds	\$61,548.29
3	Trust Funds	\$-
4	Asset Replacement Reserves	\$1,470,525.26
5	Suspense Accounts	\$100,993.20
6	Cash Advances	\$(600.00)
7	Tax Position	\$(26,158.00)
	Total Bank Balance	\$2,101,239.28

Capital Works, Assets and Resources

In 2020, \$126,600 was spent on building upgrades which was considerable less than the \$907,269 spent in 2019. The majority of 2019's expenditure was on the (then) new Performing Arts Centre.



Completed works included:

- HASS office upgrade
- Floor coverings for classrooms
- Additional security screening for demountables
- Benches and storage for allied professional staff in main staffroom
- Garrison fencing and signage to the new Performing Arts Centre
- School funded variations to repairs to Student Services due to flooding

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) and an annual replacement plan for computing equipment and photocopiers.

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 eight 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 has seen the school less able to invest any significant amount on grounds and building improvements (as well as on additional staff) and have returned to a position where the majority of our operating surplus is 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 ongoing 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 SHS acknowledges the Noongar people as the Traditional Owners of the land on which the school stands today and pays its respects to the Whadjuk people, and Elders past, present and emerging.