



MELVILLE
SENIOR HIGH SCHOOL

Melville Matters 100

July/August 2021



RESILIENT INNOVATIVE SUCCESSFUL

Achieving excellence today and
building bright futures for tomorrow.



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The artwork shows the circle in the middle which represents the community and the high school, the arch symbol and straight line around the circle represents the students. The bottom corners represents the hills around Melville and also the Darling Range which is the body and final resting place of the Waagyl-(Rainbow Serpent).

The Waagyl is our creator of the land, she created all the hills, lakes, river and other natural surroundings. The wavy triangles represents the winds of change, the students who have come and gone to Melville Senior High School over the years, the Southern Cross, represents guidance. Aboriginal people used the Southern Cross to guide them at night as a compass when travelling.

Melville Senior High School 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.

Academy Photography

Extracurricular group photos can now be viewed and ordered online.

Groups: Gifted and Talented, MLP, GDM, ACE, Netball Specialist, Aviation and Student Council

To access photos, please visit: ios.academyphoto.com.au

You will need to enter an 8 digit Access Key as below:

Co-curricular: **N8S3AU87**

Photos will be available online for 6 months.

Retirement of Mr Phil White

At the end of this term, our Principal Phil White retires after a career dedicated to education and almost 13 years of service at Melville SHS. He instigated the school becoming an Independent Public School in 2011, one of the early adopters of that philosophy, which enabled more localised control over the school budget. It also established the School Board in place of the more traditional School Council and, with that, broader engagement with the community, including members representing each of the universities in WA for alternating periods. The benefit of the links across the community cannot be under-estimated.

Being an Independent Public School also enabled development of Business Plans for Melville that have been successfully implemented under Phil's leadership and underpinned the school's achievements. Two key indicators of Phil's success have been the turnaround in student numbers from about 800 to over 1400 students and the exponential improvements in NAPLAN and ATAR results under his guidance. Secondly, Melville has increasingly become the school of choice for the local community seeking the highest quality academic, sporting, cultural and civic development for their children.

Major building initiatives that improved the school's appeal were made possible under Phil's direction, including the quadrangles, gardens, modernising all of the schools' classrooms, the Student Services and Administration office and the stunning Performing Arts Centre.

Phil has always been a great believer in teacher training and distributed leadership across his teaching and administrative staff. The development opportunities Phil encouraged have seen many staff take leading roles at Melville SHS and a lot of other schools across Western Australia. It also enabled Melville to achieve the Governor's award for Leadership Excellence in STEM in 2019.

The School Board, on behalf of the whole Melville community, would like to thank Phil for his amazing contribution to the school. We wish him all the best in retirement.

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

From the Principal

Welcome to the Term 3 'hard copy' of Melville Matters. A reminder that this is the only hard copy version of our school newsletter as the second version each term is electronic. If you haven't been getting the electronic copies, it is likely we don't have your correct email - so please email melville.shs@education.wa.edu.au if you think our address for you may be incorrect or missing in action.

As I write, I reflect on the fact that we are very lucky to live in WA since the easing of Phase 4 COVID restrictions. Term 3 promises to be very much 'down to business' with the Year 12s, in particular, working hard in their final months of school to finish the last of their course work and to study, study, study for the ATAR exams that are now only a few months away.

Each of the other year groups also gets a largely uninterrupted 10-week period in which to consolidate and expand on the skills, knowledge and understandings related to the courses they are studying. By Term 3 they should well and truly have settled into the routine of their timetable, they should know their teachers, their classmates, their classes and they should know what is expected of them from their course outlines and assessment schedules - all available on CONNECT.

Accordingly, Term 3 should be used by all students, but in particular, those in Years 7, 8, 9 and 10, to confirm and demonstrate a commitment to developing home study skills by focusing their attention, not just on completing any assignment work, but also on developing a pattern of study and revision. Despite a series of exams being conducted across Years 7 to 10, we are still finding that many students are quickly left behind in Year 11 because they don't have the necessary commitment to working at home. Unfortunately, without practice in Years 7 to 10, it is not easy to find the necessary self-discipline to do this in senior school so I encourage students, supported by their parents, to work hard at developing the necessary study skills in Years 7 to 10 and not rely on picking these up in Year 11 when it is generally too late. As a guideline, it generally takes 5 -10 minutes to revise what was learnt in a 60-minute academic lesson. This includes organising study notes and identifying areas to clarify with teachers the following day. Accordingly, at least 30-60 minutes should be set aside each night of the week, with a bit more over the weekend, to revise what has been done in class that day noting that this will build up throughout Years 7 to 12 to be considerably more. Note this is not "homework" as such it is "study".



Year 12
Outdoor Education Camp
at Margaret River



The Melville homework diary includes study skills tips and is a useful reference point for parents wishing to help their children with this process. Throughout 2021, we have also been implementing a new school-based study skills program directed by Ms Alanna Sherwood and her Teaching and Learning Team. The program is specifically targeted at each year group and includes parent seminars – which have proven popular. So far the feedback has been very positive. If you would like more information on study skills in general or the Melville Study Skills program in particular contact Ms Sherwood or Mr Theo Gummery. By the way – if you are wondering if this study advice works please read the separate article on Minister and Director General Certificate of Commendation.

Having said that Term 3 is largely about “getting on with the job”. One of the welcomed co-curricular activities that make the business of school more engaging for our students and staff is the inter-school sports program coordinated by Ms Felicity O’Sullivan from H&PE. While it is a bit early to brag about recent results I would like to thank the staff/coaches for their commitment and of course, the students for their involvement. We look forward to sharing our successes (as well as those in the visual arts and performing arts) in the next edition of Melville Matters.

As you can see from the size of this bumper edition of Melville Matters there is so much happening at our wonderful school that I simply don’t have the space to mention all of it in my section – but if you read on you will get a good idea of the range of activities your children are involved in at Melville SHS. This is one of the many reasons why I am so proud of our school and why it will be very hard to leave when I retire at the end of this term. But as the saying goes – ‘all good things must come to an end’ and for me that ‘end’ will soon be here. After 43 years in education, including the past 12 years as the Principal of Melville SHS, I leave with sadness but also with the certain knowledge that our school is being left in very capable hands. While we don’t yet know the name of my replacement I note that I couldn’t have achieved what I have over the past 12 years without a wonderful staff who place the safe and caring education of your children at the centre of all that they do. I also couldn’t have led the successful transformation without the support and encouragement of my community of parents and students. So thank you for the incredible trust you have placed in me to look after your children throughout the time I have been the Principal of Melville SHS. It has always been an honour. Thank you.

Minister for Education and Director General Commendation for Melville SHS

I was delighted to receive a letter and accompanying Certificate of Commendation from the Hon Sue Ellery MLC and Lisa Rogers acknowledging our 2020 senior secondary students for their WACE achievement (99%) in their 2020 ATAR exams results. In the letter addressed to me that accompanied the certificate Lisa Rogers (the Director General) stated “... it is evident that your school had a significant positive impact on the progress and achievement of your Year 12 students through their secondary education. Further, it is evident that you maintained a strong focus on students achieving a WACE.”

After further noting the above average NAPLAN results our Class of 2020 achieved when they were in Year 9, Lisa went on to say “It is evident that the drive, commitment and capability of your staff have provided the foundation for this success. I would like to acknowledge the leadership team and thank the staff at Melville SHS. Together you have provided an education that ensures your students are best placed for post-school opportunities and a meaningful future.” This is indeed great praise for the staff at Melville SHS and points to the ongoing success of our better than world class learning and teaching framework.

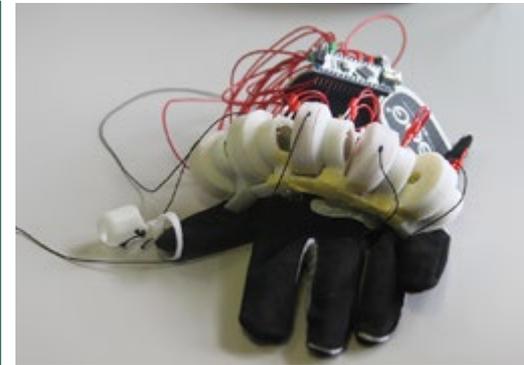
Preliminary NAPLAN Results

As I write we don’t yet have the individual student or the comparative school results from this year’s NAPLAN. By the time you read this though we may well have as the data is usually available before this point in the term. However, I am delighted to report from the data that we have that both our Year 7 and our Year 9 students have done very well as a collective group. For example, 74% of our Year 9 students achieved Band 8-10 in Numeracy, 66% achieved Band 8-10 in Reading and 58% achieved Band 8-10 in Writing. Band 8-10 is significant for two reasons. Firstly, students who achieve Band 8-10 don’t need to sit their Online Literacy and Numeracy Assessment (OLNA) which is now a requirement for WACE completion and Band 8-10 achievement in Year 9 is seen as a useful predictor of ATAR exam success in Year 12. As said these are very good results acknowledging of course that some students will require the additional support that the school will always provide to improve in any areas of weakness that are identified by the NAPLAN tests.

As always kind regards,
Phillip White AM, RFD, BA, Grad Dip Ed, Med (Man), psc
Principal



Above: Virtual Reality Club
Below: Year 11 General Food Science and Technology



Technologies

Virtual Reality

by Joshua Cabutaje - Year 11

Year 11 student Joshua Cabutaje has started a new student-led club. The VR club meets once a week at lunchtime and Technologies teacher Ms Tini Hassan is there to supervise. A competition is pencilled in for Week 9 when students have mastered the art. Below is an article by Josh.



We often imagine the future as far-off, only the stuff of dreams. Such that when the future does arrive on our doorstep, the surprise of new technologies often brings a smile to our faces. The first official meeting of the VR Club presented the prospect of an upcoming Beat Saber competition. Beat Saber is a competitive VR rhythm game varying in difficulty depending on skill level. The main objective is for the player to slice incoming blocks in the corresponding colour and direction. An exercise in hand-eye coordination, agility, and stamina. The balance of each three components; integral in keeping a player from missing a few notes, and makes for good entertainment.

What excites me about introducing this to students, is that we will be maintaining an interest in VR and thus keeping STEM at the forefront of our minds. We at the VR Club are keen on creating a vibrant community of members, while also introducing the wonders of virtual reality to those who haven't yet tried.

Design an Ad Winner

Congratulations to the busy Gifted and Talented Year 11 student Joshua Cabutaje who has also won an award to design an advertisement in the secondary school-aged category. His design (below right) was for the Caltex product.



It was published in The West Australian ED! Magazine's special Design an Ad winners' edition in Week 5.



General Food Science and Technology

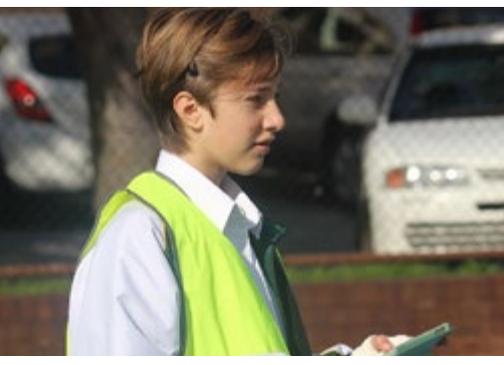
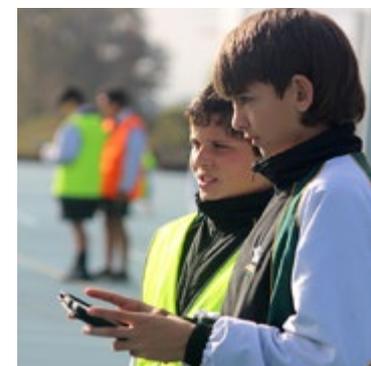
Students in Year 11 General Food Science and Technology have learnt about wet and dry processing techniques such as frying, baking, boiling and steaming. They have used this knowledge and demonstrated their food preparation skills to produce some amazing dishes that include damper, mie goreng, chicken nuggets and chips, melting moments, tiramisu and apple cinnamon muffins.



Students in Year 12 General Food Science and Technology have looked at different processing techniques that include the *methods of cookery* and methods used to preserve food. In practical lessons, students have demonstrated their excellent food preparation skills to produce some delicious dishes that include laksa, choc chip banana muffins, beef burgers, triple choc cookies and much more!



Top L-R: Cory McCann, Hana Moosajee, Shani Ariyaratna and Abigail Barrett
Next Row: Hannah Barrett, Amelia Chi, Anshul Ramola, Mr Brink and Tahlia Thorn
Left: Mr McGinn and Anton Perez
Right: Riley Heppekausen and Rachel Yeo David
Below: Year 7 Drone Lessons



Aviation

Flying High

After a couple of weeks of bad weather Year 10 student Corey McCann, achieved his first solo flight in Week 3. Well done! Mr Brink has been teaching Year 10 student, Anshul Ramola advanced stalling and Year 9s have also had lessons from Mr McGinn.

In Week 4, teacher and pilot Mr McGinn took Year 8 students Abigail and Hannah Barrett and Amelia Chi on a recent flight to Rottnest Island for a Practical Experience Flight.



Year 7 Tahlia Thorn had her first experience of flying an aircraft at the controls with Mr Brink by her side. Unlike a regular joy flight that students can experience as a group of 3 in one aircraft, Tahlia did a Trial Introductory Flight where she took off and maneuvered the aircraft herself with minimal help from Mr Brink. Although a little nervous at first Tahlia did a great job and earned herself her flight certificate. If any lower school Aviation students are interested in this type of flight they can contact Mr Brink. The flights cost between \$160-\$200 per person and can count towards their flying hours.

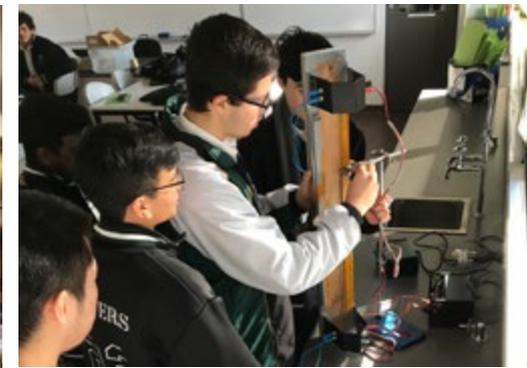
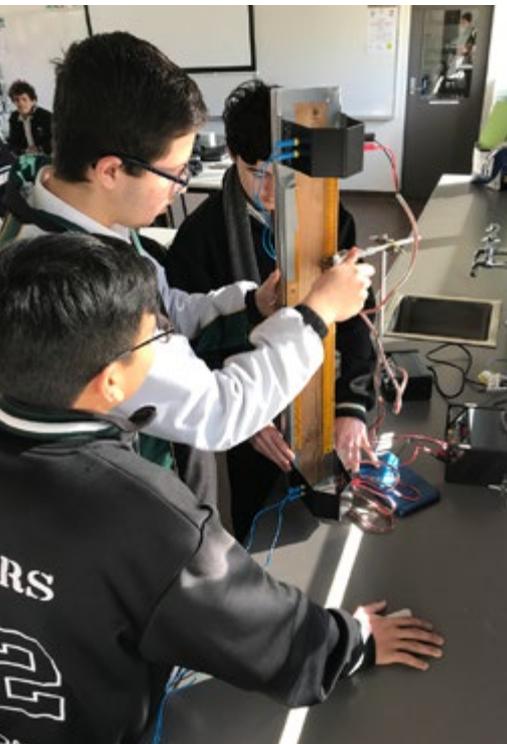
Two other first flyers were Year 7 students Shani Ariyaratna and Hana Moosajee. The girls have shown great skill with handling the aircraft on their first trial flight and will be great candidates when it comes time to start their flight lessons.

Drone Lessons

In Week 5, the Year 7 Aviation Specialist students were learning to fly DJI Tello drones. These drones are simple to use and students practised their flight skills to get proficient enough to fly an obstacle course that they have designed. Next term they will be using the same drones and will be coding them to fly a flight path.

This is an excellent way to learn about flight and the use of advanced drones has become an important new industry, as the technology has improved. The students are preparing for their Year 9 drone flying course and Melville SHS now owns ten DJI Phantom 3 drones and two DJI Spark drones. Each of these drones is worth over \$1,000 and are the popular choice for drone pilots and photographers. These larger drones are both capable of staying in the air for about 18 to 23 minutes and have GPS and return-to-home functions to keep track of their location.





20 Sc SCIENCE 21 We WEEK
BRINGING SCIENCE TO LIFE

Photos: above Science in action and below Maths competition testing



Science

It has been a busy five weeks of Science for all students this term, culminating in Science Week in Week 5.



Year 7s have been investigating different types of mixtures and learning many interesting separation techniques. Year 8s have been researching energy and created posters with their energy-efficient house designs. Year 9s have been studying chemistry which has led to many fun experiments with acids, bases and combustion reactions. Some of our Year 10s have been exposed to the realities of climate change and global warming and we have looked at what needs to be done to mitigate climate change through human actions.

Our upper school students have not been left out. In Week 1 the Year 11 and 12 Biology students participated in an incursion presented by Amanda Elizabeth, a Shark biologist and member of the Oceania Chondrichthyan Society and the Ocean Lead at the United Nations Association of Australia (WA). The presentation covered all things sharky from anatomy, breeding and the sixth sense of sharks to conservation and their important role in maintaining the biodiversity of the oceans. The students thoroughly enjoyed the visit and all learned something new about sharks and their importance in our oceans.

General Year 11 Human Biology students undertook a study using underwear to investigate the quality of soil and the amount of micro-organisms/decomposers around the school! Results were very interesting indeed, with some parts of the school resulting in almost no part of the underwear being left, whilst some garden beds in the school deemed to be devoid of any microscopic life!

Year 11 Biology students have undertaken an investigation of their design into factors affecting plant growth. Some students have chosen to investigate the effects of salinity, whilst others are studying the different wavelengths of light on plant growth. Stay tuned for the results of these long term experiments.

ATAR Human Biology students were lucky enough to participate in their own rat dissections this term. This was a culmination of their studies into body systems (digestive and reproductive). Students had to dissect their own rats, and identify the components of either a male or female rat. Each class also got to look at the changes that pregnancy makes to the body, by looking inside a pregnant female rat.

Lastly, Science Week allowed students of all ages to be entertained in Week 5 by a plentiful array of Science demonstrations including solid-fuel rocket launches, liquid nitrogen demonstrations, hydrogen balloon explosions, supersized elephants toothpaste, rat dissection demos and online STILE escape rooms with Science Week themed activities. We hope that students have enjoyed the displays that Science staff have displayed across the school.

Mathematics

Numero

Congratulations to the following students for making Melville's 2021 Numero Teams. Numero is a team-based card game that encourages tactical thinking 'outside the box'. The game involves problem-solving and understanding strategy that builds to complex moves to challenge the brightest mathematical minds. They have been practising at lunchtime and will compete in the interschool competition in the following teams:



Melville Magic

Philip Aby Emmanuel (8)
Richard Chen (7)
Richard Tu (7)
Jack Munyard (8)

Melville Matters

Hannah Barrett (8)
Abbie Barrett (8)
Bhavya Chaudhry (9)
Diya Ravjee (9)

Marvellous Melville

Joel Gunasekaran (9)
David Zhu (7)
Alwyn Thomas (7)
Keli Crew (9)

Australian Mathematics Competition

The Australian Mathematics Competition is an annual event covering the whole nation and more than 30 countries. In Week 3, AMC competitors tackled a series of challenging Maths problems. The problems became more complex as the competition progressed so students of all abilities could be challenged and inspired. Gifted and Talented (Years 7, 8, 9, 10) students were required to participate as part of their learning program. Other students were also encouraged to participate. The school had 211 students in total sit this year in the three divisions for Secondary students. Well done to all students who competed. We look forward to finding out the results in late September.



GAT Student Values

Respect:
GAT students recognise that we all learn differently and will treat others fairly and compassionately.

Learning:
GAT students acknowledge that taking risks and occasional false starts are all a part of the learning journey.

Excellence:
GAT students recognise that being gifted doesn't mean you're the best in every subject; it means that you're willing to learn.

Relationships:
GAT students will work collaboratively and respectfully to build relationships with others.

Inclusivity:
GAT students respect and celebrate individuality that is brought together by their collective intellect.



Gifted and Talented excursions
above and award winners below



Gifted and Talented

Escape Hunt

In Week 1, Year 9 Gifted and Talented students had an excursion to the Escape Hunt in Fremantle. One of the participants, Joel Gunasekaran, gave the following report.

The Fremantle Escape Room Excursion was a wonderful day filled with fun, laughter and enjoyment for the entire Year 9 Gifted and Talented Class. We participated in activities requiring skills such as teamwork, trust, logic, and perseverance. It was also a great experience for our new students to bond with our classmates allowing them to feel more comfortable and part of the cohort. This excursion allowed our class to reconnect with our former English teacher and Gifted and Talented coordinator, Mr Pearce. We enjoyed every part of the day and loved the activity as a whole.

Joel Gunasekaran (Year 9)

Fremantle Sojourn

In Week 4, the Year 8 Gifted and Talented class had the opportunity to explore Fremantle accompanied by the lovely Mr Pearce.

Our day first started with a quick bus ride to Fremantle Prison. Fremantle Prison is approximately 160 years old, and we got the chance to see this historical building in person. We received a fascinating tour from our guide, Chris, and learnt all about the prison, first starting with the prison processing area then through to the convict cells. We saw many various pieces of art made by convicts themselves. Many interesting stories were told about how harsh the life of a convict was and the punishments that were received for misbehaving. After our tour concluded we all detoured into the prison's gift shop, trying on the many stylish hats and beanies they had on sale. One person even thought it necessary to whip his peers with the toy cat-o-nine tails.

After a quick lunch along Freo's trendy cappuccino strip, we made our way to Timezone for the rest of our day. After we got there, our afternoon passed by in a blur of fun and excitement as we had almost all of Timezone to ourselves. We played as many games as possible, versing each other in Mario Kart, a motorcycle race, a malfunctioning horse-riding experience, air hockey, basketball hoop shooting, dancing and air hockey. We had a fantastic day out of school with our peers, and can't wait to do it again soon.

Aeryn Wood, Farah Marcellus & Elijah Dizon (Year 8)

Semester 1 Values Awards

Late in Term 2, the Gifted and Talented Student Leaders and Student Group met to workshop what the new school values meant to them. The Student Leaders then nominated their peers for values awards at a morning tea. The recipients were:

	Respect	Learning	Excellence	Relationships	Inclusivity
Year 7	Daria Eldridge	Matthew Norris	Pravilash Pillay	Katelyn Wright	Kate Pham
Year 8	Emma Collette	Medhansh Agarwal	Christabel Zhin	Tyson Bartlett	Kingsolomon Kamugisha
Year 9	Jacey Buman	Sophie Wood	Diya Ravjee	Dhruv Nagar	Aliya Mohd Ibrahim
Year 10	Katie Moore	Robin Lismann	Siddhi Luhar	Oneli Thambawita	Seren Price
11/12	Iann Tan	Kevin Kongo	Aasmik Arora	Syed Aljunied	Fariha Asha

The following Gifted and Talented teachers were nominated:

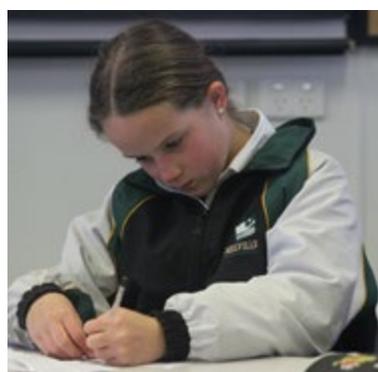
Year 7: Ms Hannah Pearson - For her welcoming personality and the easy manner in which she deals with us. I think that is a great quality for a teacher to have.

Year 8: Mr Barker - Is a fun and engaging teacher, he is respectful and very encouraging to his students and will always lend us a helping hand when we need it. It is a joy to go to his classes, and we always come out knowing something new.

Year 9: Mr Barker - Has been a supportive teacher no matter what the situation and always puts the mental health of his students before his work. This has helped so many of our classmates enjoy learning maths and get better grades. He genuinely loves to teach and treats all of us with respect while trying to maintain his positive, upbeat attitude. Thank you, Mr Barker, for always caring for every student in our class and being an amazing person.

Year 10: Mr Dymock - For getting the balance right between the teaching and learning, and the fun!

Additionally, all Gifted and Talented students took receipt of their new Awards and Achievement Gifted and Talented binder. This keepsake will come in handy when students are awarded merit or values certificates, or commendations.



Above: Debating Teams

Middle: **HASS**
 Gifted and Talented Year 8 students held a Market Day in Week 2 as a part of Health Week. Articles such as designer Tote Bags and custom made stickers were produced and sold

Bottom: Languages Week



English

Inter-school Debating

In Week 5, Melville SHS hosted Round 3 of Interschool debating. The Performing Arts Centre became a hotbed of argument. The following students make up teams:

Year 7: Richard Chen, Johann Gan, Lizzie May and Punit Mhatre.

Year 8: Benin Almalah, Emma Collette, Beatrice Walker, Rory McMillan, Elizabeth Moore and Amy (Avery) May.

Year 9: Bhavya Chaudhry, Giovan Munut, Rheya Rupesh and Ritisha Singh.

Year 10: Jing Ying Chong, Adam Lewis, Siddhi Luhar, Justina Peter, Sofea Mahzul and Irmuun Tulga.

Languages

Competition Finalist

Congratulations to Year 10 student Ruby Nguyen (pictured bottom right) who has won third prize in the Australian Final of the 2021 Chinese Bridge Proficiency Competition. Each participating country selects their top candidates for the final competition held in Beijing every year. Due to COVID-19, the Chinese Bridge Competition was held online.

Chinese Language students, Ruby Nguyen and Susie Le, participated in the first round of online assessments. The students had one week on the school holidays to prepare for the assessments. They competed with students from Perth Modern School. Ruby worked hard and impressed the judges with her excellent speech in Chinese and sang a traditional-style Chinese song as part of the cultural performance. Ruby was ranked first in WA and was selected to participate in the Australian final with three other WA finalists.

Languages Week

In Week 3, the school celebrated Language Week. Assorted activities and acknowledgments were held in classrooms and around the school. There were daily 'welcome' PA announcements by students speaking their native languages and the feedback was wonderful, as it allowed so many students the opportunity to hear their language and feel included and appreciated in our school community. On Day 1 we heard Year 12 ATAR Chinese First Language student Frank Zhuo Fu's Chinese greetings.

Year 7 Chinese Language students competed with each other on their knowledge of China, Chinese language and culture using Kahoot. Students in the Year 8 Chinese classes enjoyed learning Chinese directional words using Chinese songs with actions. They also enjoyed making and eating fried rice in-class time. The students said they could not believe it was so easy and needed so few ingredients to make such a delicious Chinese dish.

Year 10 students learnt about travel, explored their favourite cities in China and watched photos and videos of the last two student trips to China. The students presented their travelling projects in the form of singing a Chinese song, posters, a trip itinerary and role-play. Samuel's role play about a robbery of tickets to China in a travel agency showed creativity and originality.

Chinese classes participated in the long-awaited incursions involving Chinese calligraphy, dancing, lantern painting and the Guzheng musical instrument performance. The Guzheng is a Chinese plucked zither. Ms Fan showed students how to extend different parts of their body to show emotions in dance movements such as happiness and anger. Ms Chen's Guzheng performance wowed the audience. She gracefully plucked the strings and different rhythms and tunes floated to the audience. One moment they lost themselves in the high mountains, the next moment they were enjoying the running water. The students were amazed by Ms Chen's vivid and dramatic depiction of the most famous Guzheng piece 'Battling the Typhoon' on the strings. The audience seemed to have experienced how people fought against the typhoon.





Artworks exhibited at the Atwell Youth Awards and the St George's Art Awards



Arts

'Winner' at the 2021 Atwell Youth Awards

Melville SHS students had their artworks exhibited at the recent Atwell Youth Awards. Year 12 ATAR students Gian Dulay, Petra Kovacs and Ashley Simpson exhibited highly emotive portraiture paintings. Paintings by Year 11 students Tatum Ng, Bronte Diggie, Leela Debeljakovic and Maddison Taplin were inspired by Del Kathryn Barton and Gustav Klimt. Oscar Tholen and Riley Armitstead from Mr Cavallaro's Year 9 GDM class submitted quirky sculptural creatures.

Miss Bollam's Year 10 Ceramics and Sculpture art class were awarded a 'Winner' certificate and prizes at the opening night for a collaborative ceramic piece titled 'Australian Grown'. The judges' commented that it was 'A delightful artwork using the simple shapes of capsicums with individual touches in seed, stems and colour-all ready for the oven to bake. Well done.'

Year 10 students contributing to the piece were Adam Cannon, Lili Hardwick, Mia Tigchelaar, Luyando Snare, Neve Hopkinson, Ashlin Carlino, Alyssa Allen-Moore, Tyler Fong, Tanayah Willetts-Buswell, Ethan Schoenmaekers and Irish Regner. The event was well attended by the exhibiting students and families.

St George's Art Awards

Visual Art Year 12 ATAR students Charlotte Simmons, Petra Kovacs and Melissa Howman exhibited in this year St George's Art Awards. The award has become a premier annual event in art education in Western Australia, attracting schools from all sectors. Participation in this exhibition provides an outstanding opportunity for schools to present work by students in Years 10, 11 and 12, "Inclusion in this exhibition should be considered prestigious and significant. It also contributes to artists' prominence in the visual arts exhibition scene in Perth," said Julia Wren, Visual Art Lecturer at the ECU School of Education.

English as An Additional Language

A successful Case Study

It is said that opportunity springs from adversity and a case study authored by our Teacher in Charge of Intensive English, Tazi Leunig, arose from that adversity. The situation was created by the unwelcome arrival of COVID in 2020.

The school's Intensive English Centre students are new migrants granted permanent visas. Their successful integration into society is highly dependent upon the language and academic foundations they receive upon arrival. Hence, the Governments' investment in funding this crucial educational opportunity. The decreasing student numbers due to Australian border closure has created the opportunity for an experimental transition 'bridging class' in 2021 for exiting IEC students, a steppingstone towards mainstream academic integration.

This bridging Combined Class consisted of Years 8, 9 and 10 students. An off-grid timetable included the core subjects - EALD English, HASS, Science and Mathematics plus Physical Education and Health. It allowed for extra EALD English teaching time and provided flexibility to embed the HASS content in a cross-curricular way. Our specialist Mathematics and Science teachers also developed programs that aligned with mainstream content. Higher achieving students also accessed the Science and Maths classes a few times each week. A team teaching situation with the EALD Year 10 English teacher allowed for the continued collaborative course and lesson development. Welcomed support and resource sharing between IEC and the HASS department also facilitated the successful course delivery. The combined class focussed on developing each of the required subjects' meta-language and on building the content knowledge and skills needed to successfully develop understandings and meet assessment requirements.

The IEC specialist teachers' understanding of second language learning acquisition incorporated staged scaffolding, modelling and building of background knowledge; thus, offering supportive learning opportunities. The results speak for themselves and vindicate the IEC teachers' view of insufficient IEC time allocation to developing L2 competence. The existing chasm between Australian Curriculum content knowledge and mainstream assessment expectations is starkly obvious. This would be a challenging feat for any person, let alone the junior adolescent exiting IEC students. In spite of this, overall, our experiences have demonstrated successful outcomes.

This Combined Class was able to achieve C and B results in all these subjects -an encouraging confirmation of possibilities that arise when resources are dedicated to improving pedagogy. The Melville SHS executive were willing to support this initiative and the IEC teachers made it happen.



Palace Koia



Year	Champion	Runner Up	2nd Runner Up
7	Palace Koia & Joshua Wilson	Chilli Sumpter & Kai Stanbridge	Zeva Smith & Muhammad Amir Bin Mahzul
8	Jada Tames & Joshua Pommet	Harper Laird, Charlotte McGregor & Cody McCann	Aidan Hancy
9	Kinley Paterson & Luke Lester	Grier Paterson & Archie Tames	Ruby Redman & Colby Gannon
10	Tanayah Willetts-Buswell & Daniel Marin Martin	Elena Danicic & Eben Prinsloo	Tara Bell & Taaj Aden
11	Indi Strom & Brian Caffrey	Seren Simpson & Kyle MacDonald	Isabel Spry & Chadd Dunscombe
12	Ava Robson & Thomas McIntyre	Emma Beros & William Sumail	Tahleah Pascov & Augustin Harris



Health and Physical Education

State Representative

Congratulations to Year 7 Netball Specialist Program student Palace Koia who has been selected in the U12 School Sports WA Netball Team. The team competed in the South West Championships in Busselton over a recent weekend. They played in the U13s division and were undefeated. Palace was made Vice-Captain of the State team and won best on the ground in one of the games.

Also congratulations to Year 9 student Jayden Hinchliffe who has been selected to represent the State in Softball.

House Athletics Carnival

After a false start in Week 2, our annual Athletics Carnival was off and running in Week 4. We once again saw a well organised, well-run carnival with results in real-time and lots of colourful enthusiastic participation all around the oval; despite the threat of rain. The program ran smoothly and students were warm and dry in the gym for the final announcement of results by the time the heavens really opened.

This truly was a whole school event with all the staff and several hundred students participating. Huge credit goes to Ms Coonan and her Physical Education team who spent many hours in preparation and worked tirelessly on the day. Mr Pearce was an inaugural commentator and did a great job, as did Ms Daley in the First Aid tent. Huge thanks go to all staff for their significant contribution and support in the running of different events and to the students, especially Physical Education Studies, who helped make this such a successful Melville event.

The pictures tell the story and here are the main results. Pegasus has done it again. Actually, all the places are the same as last year. Everest Walk points have been included.

Place	House	Points
1	Pegasus	3047
2	Gryphon	2833
3	Aquila	2648
4	Cygnus	2583

In the Intensive English Centre (IEC) Athletics program the champions were Marwa Almahmeed and Rafael Bittencourt. Marwa and Daniil Vertsymak won the girls and boys Gold Medal 100 respectively.

Here are the school records that were broken at the 2021 carnival. Congratulations to these students and those above for your achievements.

Name	Year	Event	Record
Esther Ferguson	7	800m	2:42mins
Palace Koia	7	Shot Put	10.10m
Palace Koia	7	Long Jump	4.40m
Palace Koia	7	Discus	25.22m
Joshua Wilson	7	100m	13.2secs
Zeva Smith	7	High Jump	1.42m
Mickeysha Hart	9	Discus	24.30m
Indi Strom	11	400m	1:15.5mins

One of the highlights of the day is the Blue Ribbon 100. This is for the speedy sprinters across all years. The fastest female was Year 7 Champion, Palace Koia - 14.37secs; what a talent. The winner for the boys was Year 11 student Brian Caffrey with a great time of 12.18secs.

Of the many events available to students on the day the largest is the traditional Everest Walk. This saw 162 students walking 2156 laps around the course. That's a combined total of 1,222.5kms. Tasman Thurston in Year 11 broke the individual record by jogging 38 laps in the two hours allowed; that's 21.5 kms. There were seven students who completed 25-29 laps and six who did 30 or more. These students will receive certificates at the next year assembly. The winner from each year group also received a \$30 JB HiFi Voucher.

Congratulations to all students who joined in this day-long fitness feast, who got involved, did the ABC and who tried their best so willingly. We wish the Melville SHS Athletics Squad every success in their Interschool Carnival. Well done Pegasus.



House Athletics
Bottom Right: World Health Day



Act Belong Commit

World Health Day

the Act Belong Commit student committee led by Ms Lesley McNeil and Ms Ashlee Peters ran World Health Day late in Term 2 and Melville Mental Health Day in Term 3.



World Health Day asked the question - *What are you doing to improve your health?* The student committee ran mentally healthy activities including stress ball making, tie dye socks for sale, giant jenga, Connect 4, a dodgeball competition in the gym plus free fruit kebabs before school. There was also a quiz and a mindful colouring station. The photos below show some of the fun

Health Week

by Alex Konle & Aidan Branch - Year 11 General Health Students

The Melville HPE Department held the 13th Health Week event late in Term 2. It was hosted by the Year 11s and 12s who study Health Studies. A multitude of exciting activities such as Kahoots, mug painting, biscuit decorating, basketball matches and face painting were all held to promote our tightly knitted school community to come together and enjoy taking part in events that assist in mental health.

The Year 12s took charge this year, organising all the activities for lower-school students to enjoy. They also designed timetables to make it as easy as possible for students to come along. They are to be credited for all the engagement they promoted and generated. Although the Year 12s were the leaders of Health Week, the Year 11s spent time crafting their health week boards, with this year's concept being "promoting social media in a positive way". These boards worked to contribute to health week by further promoting the connection of community and enlightening individuals on the negative effects of overuse of media platforms. Students spent time during recess and lunch breaks surrounding the boards and discussing their opinions and thoughts before entering the gym and beginning the designated Health Week activities for the day.

The 2021 Year 11 Health Studies cohort have now been offered inspiration for their ideas for next years Health Week, which will again follow the government funded Act, Belong, Commit model.

Thanks to the Health Week Sponsors:





Top: Vocational Program students on location
 Bottom: A selection of items at the school that involve the P&C



Melville SHS Thanks its P&C

World P&C Day was celebrated in Week 1 and Melville SHS was very keen to promote our P&C's achievements and thank the tireless volunteers, whose activities sometimes fly under the radar. The school had posters in place to remind students and staff what activities and projects the P&C funding provides.

The P&C has approved STEM tools including a PCR and Gel Electrophoresis equipment for state of the art investigations into DNA profiling and chromatography. Other STEM items include \$3000 towards a 3D Printer and a sublimation printer for the Arts Department and GDM.

All learning areas benefit including a \$4000 donation toward a grand piano for the new Performing Arts Centre, ongoing maintenance and refurbishment of the swimming pool, drones for students in the Aviation Specialist programs etc.

Vocational Program

Nursing

This year has been our biggest intake of students interested in nursing. The majority of our students are studying a Certificate IV Preparation for Health and Nursing studies through Health Science Hub or DNA Kingston one day per week. Many of the certificate IV health qualifications will allow students to work as Assistant in Nursing (AIN) in hospitals, nursing homes, health care facilities and many other areas that require an extra set of hands. The Cert IV will also provide an entrance requirement to most universities. This is a foundation course which covers Human Biology, Chemistry and Physics.

Year 11 student Isabella Amey is currently studying a dual qualification - Certificate III Health Services Assistance and in Year 12 will continue with a Cert IV in Health and Nursing. Isabella started a school-based traineeship with Success Chiropractic in 2020 working one or two days per week in reception while also studying a Cert II and III in Business. This will continue until she has finished Year 12 in 2022. Year 12 student Eboni Freight also has a traineeship here and studied her Cert II Business last year and Certificate III this year while learning all the skills from Health Care reception to go on and study her Diploma of Business in 2022.

Darcy Thorpe is currently completing a Certificate IV in Nursing with Health Science Hub and is completing work experience at Balmoral Aegis Care in Como. The staff and prac students get involved with all the activities of residents such as when the reptile centre visits and learning different types of Physiotherapy care for residents.

Katie Lee Walker was accepted to study nursing through TAFE as a profile course (fee free). Katie is attending work experience one day per week with Salt Property Group. Simon Withers at Salt Property has been an excellent mentor and allows Katie to experience and shadow sales reps in many of the different areas in Real Estate such as commercial, sales, residential, reception.

Ella Muggridge completed a Certificate II in Retail Cosmetics alongside a school-based traineeship in Certificate II Retail at a newsagency in 2020. Ella was then accepted to study a Certificate IV in Nursing at Health Science Hub for 2021. Ella has completed many hours of work experience over the last two years at Opal Health Care Murdoch and Myaree. She is currently attending St John of God Murdoch once a week for work experience (one of the very few in Perth who have allowed school-aged students to experience hospital-like work) and has now been offered university places at Murdoch and ECU to study Biomedical Science.

Engineering

Allspec Engineering in Henderson has taken on two Year 11 students as school-based trainees (paid one day per week) in fabrication. This requires them to be on-site at Allspec a day per week with 6am starts most days and they attend TAFE one day per week to study the theory. Lachlan Carmichael and Jameel Willson Imamdin usually work over the school holidays as well to gain as much experience as possible. Both have an excellent attitude to work and have learnt so much with on the job training. On completion of the SBT (School based traineeship), they will have a Certificate II in Engineering Fabrication.

Ethan Brown is studying Engineering at South Metro Tafe and attending Work Experience one day per week at Kerr Engineering in Henderson. Ethan was also working on the school holidays as he really enjoyed his position. His supervisor has been very impressed with his dedication and commitment to his work.

Certificate III Cabin Crew

Taj Plumridge is currently spending two days per week completing a Certificate III in Cabin Crew - a few of his units have included:

- Apply aviation work health and safety procedures
- Maintain the safety of people and aircraft
- Operating firefighting equipment
- Undertake emergency response action to a security threat
- Security training

Taj has recently completed a Certificate II in Retail and Customer Service through McDonalds as a school-based trainee and has now been offered a place through McDonalds to study a Certificate III in Management.



Photo By Ms Lesley McNeil at World Health Day