



MELVILLE
SENIOR HIGH SCHOOL

Annual Report 2022



Resilient • Innovative • Successful



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.

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School Board Endorsement: The 2022 Melville SHS Annual Report was presented to the Melville Senior High School Board and endorsed on 20 March 2023.

Principal's Report

It is our pleasure to introduce the 2022 Melville Senior High School Annual Report to the school and the wider community. We are proud of this report and the many outstanding achievements our students accomplished last year, even with the ongoing interruptions due to COVID-19. The start of 2022 was a very different year; we welcomed our Year 7s, who were wearing face masks along with the rest of the school. It wasn't until the end of April that we were able to see their smiling faces and those of our new staff. The first part of 2022 also saw much of our time taken in contact tracing and managing Covid requirements to ensure most of our school community was able to stay healthy and minimise the impacts of time away from the physical classroom settings when it was required for staff and students. The Melville community was supportive, and I would like to thank our staff, students and families for the support provided during this time.

2022 was a year that saw Melville students continue to go from strength to strength and the school's Business Plan underwent some changes, to ensure that the school was focused on areas for improvement. We believe this report reflects positively on Melville SHS and our wider community. This report's results and direction clearly illustrate the strength to strength that the school is continually moving towards. In a year that continued strong enrolment numbers, we had a great many successes. As in previous years, throughout 2022, we repeatedly measured our students' individual and collective successes across numerous domains.

This academic data is reflected in the results of our Year 12 students who complete their secondary education, at Melville SHS. The staff, student, and parent combined efforts have resulted in Melville SHS performing significantly higher than Like Schools. Melville SHS again achieved 100% WACE achievement for its Year 12 cohort.

Arts Highlights

- Year 12 Art students Gladys Heu and Yuting Gu have been accepted into the 2022 West Australian Pulse Exhibition at the Art Gallery of Western Australia. Graduate student Charlotte Simmons received the 2021 People's Choice Award.
- Year 11 Sarah Pelosi was a finalist at the Young Originals Art Exhibition.
- Year 11 ATAR student Sophie Straker achieved a Highly Commended at the Atwell Art Awards
- The Classical Guitar Ensemble, Contemporary Music Ensemble, Senior Contemporary Music Ensemble and Choral Ensemble were judged 'Excellent' at their respective IMSS Festivals.
- YoH Fest Drama and Dance Performances: students won selection to the grand final in the Group Drama and Group Dance categories.



Special Awards

Sam Hurst Memorial Award for Best Sportsman
Sam Hurst Memorial Award for Best Sportswomen
P&C School Values Award
AMPOL All-rounder Award
ADF Long Tan Leadership and Teamwork Award
ADF Future Innovator Award
Cultural Award
Personal Excellence Award
Gifted and Talented Ambassador Award
Gifted and Talented Academic Excellence Award

Maxie Leitch
Isabel Spry
Paige Pownell
Om Sharma
Om Sharma
Jeckmen Wu
Om Sharma
Paige Pownell
Fariha Asha
Chenjun Hou

Our graduating class achieved outstanding academic success. The following is a snapshot of these collective and individual achievements:

- Melville SHS's median ATAR for eligible students was 85.75. This is the highest the school has achieved and four points higher than the state average and like schools. Maddison Taplin (99.35) received a SCSA General Exhibition Award for achieving an ATAR score in the Top 50 ATAR students in Western Australia.
- Two students achieved an ATAR over 99: Maddison Taplin (99.35) and Chenjun (Jerry) Hou (99.25). This places them in the top 1% of the state (public and private) and earns entry into the Melville SHS '99 Club'.
- An additional ten students achieved an ATAR between 95 – 98.9 and gained entry into the Melville SHS '95 Club'. These students were: Cheng Yuan (Jeckmen) Wu (98.75), Karl Santos (98.15), Dong Ting Chen (97.90), Aasmik Arora (97.60), Gladys Heu (97.50), Om Sharma (97.45), Syed Aljunied (96.60), Arjun Mungekar (96.45), Qian Siew (96.30), and Chuan Yao (Felix) Kuan (95.50).
- Maddison Taplin (Health Studies) and Karl Santos (English as an Additional Language) both received Subject Exhibition awards for achieving the highest mark in the state for a particular course.
- Five students received subject Certificates of Excellence for achieving in the top 0.5% of students across the state in an ATAR course. These students include Benjamin Baumann (English), Gladys Heu (English), Karl Santos (English as an Additional Dialect), and Maddison Taplin (Health Studies and Mathematics Application).



Top ATAR
99.35



WACE
Achievement Rate
100%

- Seven students received a state-wide Certificate of Distinction, and 22 students received a Certificate of Merit for receiving 190 – 200 or 150 – 189 points, respectively, across 20 units of study completed at school over two years.
- 100% of participating students completed their Certificate II, III, and/ or IV.
- Based on students achieving in the top 15% of the state, Melville SHS was identified as a ‘top-performing school’ in English as an Additional Language and Health Studies.
- Isabella Amey was a finalist for the Western Australian Training Awards School-Based Apprentice of the Year.
- These results show that Melville SHS can routinely graduate students with a WACE and that these students are well set up for entry into university, TAFE or the workplace. We are very proud of this 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.

We want to acknowledge that our achievements across the school are greatly assisted by having students who engage in their own learning program and our community’s support. At Melville SHS, we are proud to have students uphold our values of Respect, Learning, Excellence, Relationships, and Inclusivity. Our students are highly motivated, and prepared to ‘have a go’ and, as a result, achieve outstanding success. These students are a credit to the school and the wider community.



**Median
ATAR
85.75**



**Certificate (VET)
Completion rate
100%**

High Performing School

ACARA identified Melville SHS as a high performing school in NAPLAN based on students’ progress and achievement since 2019. Melville SHS was placed in the top 3 schools for South-West Perth and top 20 in the state.



Certificate of Distinction

Syed Aljunied
Aasmik Arora
Gladys Heu
Chenjun (Jerry) Hou
Om Sharma
Maddison Taplin
Cheng (Jeckmen) Yuan Wu

Dux ATAR
Dux VET
Dux General

Maddison Taplin
Isabella Amey
Isabel Spry



This annual report shows evidence of our students' outstanding success in Years 7-10 when comparing Like School and State A-C grades. Evidence of the rich co-curricular program on offer is highlighted by our Arts program with two students having their artwork accepted into the Pulse Perspective Exhibition of the Best Year 12 artworks. The Health and Physical Education Program goes from strength to strength with Melville SHS once again showing its competitive spirit by coming 3rd in the B Division Interschool Swimming Carnival, with three students being announced as Champions. Also, our successes in Athletics saw Melville SHS place 5th on our return to A Division Interschool Athletics Carnival, a fantastic result competing against schools much larger in size. In Athletics, we had three students announced as Champions.

In closing, we note that our successes as a school are greatly enhanced by a supportive School Board, P&C, many parent support groups, and a motivated, caring, and talented staff. The Board would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging and rewarding of roles.

Mrs Kylie Bottcher
Principal

Priority 1: Academic Achievement

Foci 1.1 Whole School Literacy and Numeracy

1.1.1 In NAPLAN 9 the student progress and achievement rate of the whole school cohort will equal or exceed the state, like school and national average in Reading, Writing, and Numeracy.

In Year 9 NAPLAN, students at Melville Senior High School performed above like and state school averages in Writing and Numeracy and above state averages in Reading. Progress data is unable to be reported on due to the cancellation of NAPLAN in 2020.

1.1.2 In NAPLAN the percentage of students at or below national minimum standards will be less than state, like school and national averages.

The percentage of Melville SHS Year 7 students who were below minimum standards in Reading, Writing and Numeracy was less than state and like schools. For students who were at the minimum standard, Melville SHS reported less students in both Reading and Writing, than state and like schools. Fewer Year 7s achieved NAPLAN scores for Reading, Writing and Numeracy that were below national minimum standards than in 2021.

Year 7	School			Like School			State		
Band	N	R	W	N	R	W	N	R	W
5	8%	5%	9%	8%	7%	12%	13%	12%	17%
4	1%	1%	2%	3%	2%	4%	9%	7%	10%

In Year 9, the percentage of Melville SHS students at minimum standard in Writing was lower than state and like schools. The percentages of students at the minimum standard for both Reading and Numeracy were comparable to like schools. The school continues to set targets and have improvement focused strategies around the percentage of students achieving at or below minimum standard across Reading, Writing and Numeracy. These strategies include whole school literacy and numeracy strategies and a dedicated Literacy and Numeracy Team.



Mathematics Highlights

- The Mathematics Department was awarded Silver status in the Maths Active Schools Program.
- Year 7 student Aarnav Katru, Year 8 Punit Mhatre, Year 9s Thu Thu Zin and Visalakshi Singaram, and Year 12 Dong Ting Chen achieved High Distinctions in the Australian Mathematics Competition.
- Year 7 student Aarnav Katru was invited to participate in the 2023 WA Mathematics Problem Solving Program.
- Year 8s Richard Chen and David Zhu and Year 9s Thu Thu Zin and Medhansh Agarwal received Distinctions in the WA Junior Mathematics Olympiad.
- Years 11/12 teams came sixth and eighth overall out of 22 teams, and Years 9/10 came eighth out of the 22 teams in Have Sum Fun.



Year 9	School			Like School			State		
Band	N	R	W	N	R	W	N	R	W
6	6%	9%	11%	6%	8%	14%	14%	13%	19%
5	2%	7%	6%	1%	4%	6%	3%	9%	14%

1.1.3 The school will monitor the NAPLAN performances of Aboriginal and Torres Strait Islander students against Band 8 achievements and implement improvement strategies as required.

In Year 7 NAPLAN, 25% of Aboriginal and Torres Strait Islander students achieved Band 8 and in Year 9, 33% of students achieved Band 8 or higher.

Melville SHS continues to support our Aboriginal and Torres Strait Islander students through a variety of literacy and numeracy-based strategies to contribute to positive progress and achievement in NAPLAN. Melville SHS is dedicated to supporting Aboriginal and Torres Strait Islander students through programs including Aboriginal Cultural Education (ACE), Follow the Dream and the application of whole school literacy and numeracy strategies.

1.1.4 The percentage of students satisfying the Online Literacy and Numeracy (OLNA) requirements for WACE will improve from Years 10 to 12 and equal or exceed like school averages and aspire to 100%.

Sustained improvement from Years 10-12 in Online Literacy and Numeracy (OLNA) is demonstrated by 100% of Western Australia Certificate of Education (WACE) eligible students meeting the requirements for OLNA by the Year 12 cohort in 2022. This is equal to or better than like school achievement.

1.1.5 Using Band 8-10 achievement in NAPLAN 9 as a predictor of success, the school will implement strategies to ensure students perform to their potential in achieving university English competence.

Melville SHS continues to support students in meeting their University English Language competency, providing targeted interventions for students at risk via ATAR English courses, after-school tuition programs, study skills programs, one on one tutoring coupled with in-school study periods and holiday master classes. Only three students with a NAPLAN score of Band 8 or higher for Writing in Year 9 did not achieve English Competency for university entry in 2022.

1.1.6 The Teaching and Learning Team and Literacy and Numeracy Committee will implement whole school and learning area-specific literacy and numeracy improvement initiatives.

Melville SHS was recognised by ACARA as being a high-performing school based on NAPLAN data since 2019 and was placed in the top 3 schools for the Perth South-West Metropolitan area and the top 20 schools in the state. These results reflect students' expected achievement and progress in comparison to actual achievement and progress.

The Teaching and Learning Team have continued to implement individual and small group NAPLAN and OLNA tuition for students at Melville SHS. Specialist literacy and numeracy teachers work with identified students to teach literacy and numeracy skills in order to support students' achievement in school and system-wide assessments.

In order to further supporting students' achievement, the Literacy and Numeracy Committee at Melville SHS began work in 2022 on implementing whole school initiatives. These include teaching command words, strategies for breaking down complex writing tasks and planning strategies.

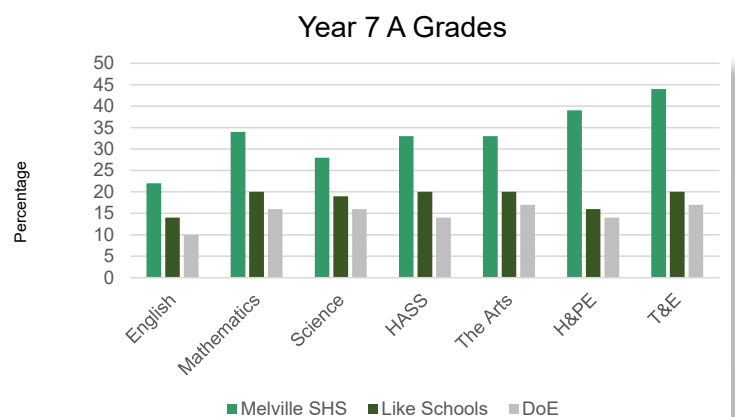
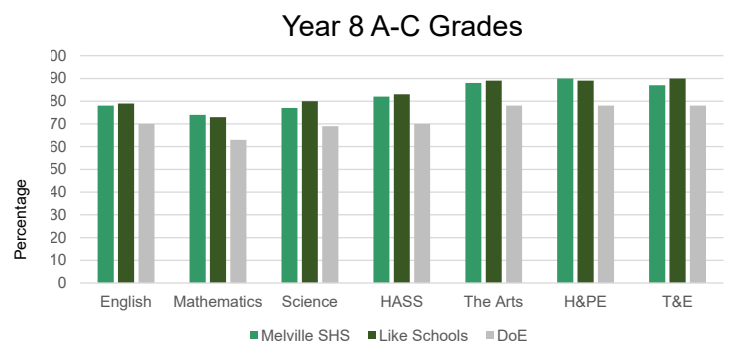
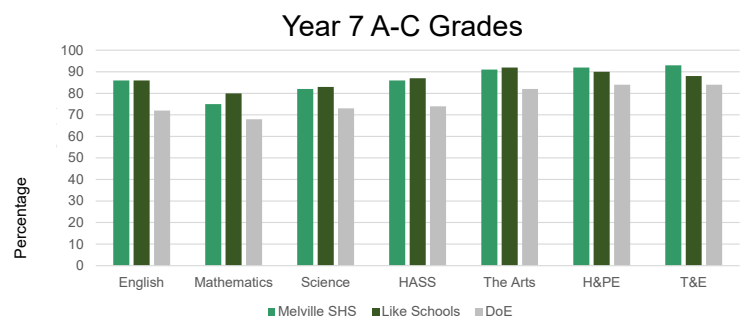


Health & Physical Education Highlights

- Fifth in the A Division Interschool Athletics Carnival. Year 7 Champion Boy Ciaran Evans, Year 8 Champion Girl Chilli Sumpter and Year 8 Champion Boy Kai Stanbridge.
- Third at the Inter-school Swimming Championships B Division. Year 12 Champion Girl Indi Strom, Year 7 Champion Boy Pieter Prinsloo, Year 11 Champion Boy Eben Prinsloo.
- Senior Girls AFL grand finalists.
- Junior and Senior Volleyball grand finalists.
- Senior Girls Touch Rugby grand finalists.
- Senior Interschool Waterpolo girls finished third.

State Team Representation

- Year 12 student Isabel Spry made the State Under 17 Netball squad, the Under 18 Water Polo State team and was reserve for the Australian Water Polo Federation team.
- Year 10 student Kinley Paterson made the Women's National Basketball League.
- Year 11 student Sydney Richards made the State U/16 Softball Team.
- Year 12 student Ebony Hinchliffe made the Open Women's Baseball Team.
- Year 10 student Jayden Hinchliffe made the State Under 16 Softball Team.
- Year 10 student Maya Louvel-Finn made the AFL 15s Girls Championships.



Foci 1.2. Teacher Judgement Data Achievement

1.2.1. The proportion of Year 7 to 10 students achieving an A-C grade in all learning areas will equal or exceed state and like school averages.

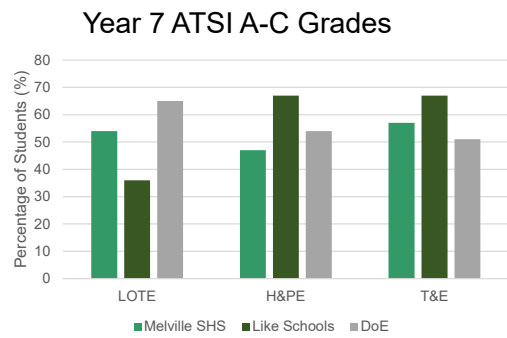
Across all learning areas, Melville students' achievement of A, B or C grades is better than state averages, and overall, is comparable to like schools as displayed in the graphs on the left.

1.2.2. The proportion of Year 7 to 10 students achieving an A grade in all learning areas will equal or exceed the state and like school averages.

Across all learning areas, the percentage of students achieving A grades is equal to or higher than state grade averages and in most cases, exceeds like schools as displayed in the graph top right.

1.2.3 The proportion of Aboriginal and Torres Strait Islander students achieving an A-C grade in all learning areas will equal or exceed state and like school averages.

Aboriginal and Torres Strait Islander students' achievement in Health and Physical Education, the Arts, Technologies and Languages is generally stronger than the MESH subjects, demonstrating good engagement and achievement in these learning areas. In MESH subjects, Aboriginal and Torres Strait Islander students' achievement tends to be lower at the higher end and at times, over-represented in the lower grades. Across all subjects, Aboriginal and Torres Strait Islander students' achievement begins to drop through the middle school years. Melville SHS continues to work to support students through whole school engagement strategies and staff development in cultural appreciation and understanding local histories.



1.2.4 The school will monitor the academic performance and well-being of Gifted and Talented program students from Years 7 to 12 and implement strategies to ensure their academic success.

Gifted and Talented students at Melville SHS continue to achieve academic success throughout their schooling. In 2022, the Gifted and Talented graduates featured multiple times in the 95 and 99 Club and in the SCSA Course awards. One student achieved an ATAR of 99.25, and another five students achieved over 95 (97.60, 97.50, 97.45, 96.60 and 96.45). In addition to this, one student achieved a Subject Certificate of Excellence for English.

Melville SHS provides a variety of extension courses, competitions and accelerated curriculum initiatives, to help students succeed in their chosen school or university courses. The dedicated Gifted and Talented Coordinator monitors the academic achievement as well as the social and emotional wellbeing of all Gifted and Talented students. In 2022, the Gifted and Talented Coordinator and School Psychologist, introduced an array of well-being strategies to support mental and emotional health and build resilience in our Gifted and Talented students.

Technologies Highlights

- Year 9 student Christabel Zin received a Distinction at the BEBRAS Computational Thinking Challenge. Credits went to Year 7 students Jack Frey, Ashur Raj, Napun Farrellyn and Liam Cruz and Year 8 students Bernadette Anick and Tom Rosenthal.

Aviation Specialist Program

- Year 12 student Luke Yaxley was awarded a \$5,000 Minister's Aviation Scholarship.
- Year 11 student Henre Geldenhuys was awarded a \$1,000 MASC scholarship.
- Erwin Entalai and Elisha Lim gained their First Solo Licence.
- Luke Buchanan, Bailey Anderson and Corey McCann gained their Area Solo Licence.
- Year 12 student, Luke Yaxley, and Year 10 student, Keli Crew, gained Recreational Pilot Licence.
- Year 10 students all passed their Remote Pilot Licence.





English Highlights

- Future Problem Solving writing competition National Champion Year 12 student Om Sharma received first place in the International final.
- Year 11 student, Finn Edge, and Year 10 student, Genese Provideo, represented WA in the senior division of Scenario Writing. Finn came second and will compete at the International finals.

Foci 1.3. WACE Achievement

1.3.1. The WACE completion rate will equal or exceed state and like school averages.

100% of students who were eligible for WACE received a WACE, thus equalling or exceeding state and like school averages.

WACE Achievement Rate

	2016	2017	2018	2019	2020	2021
Melville SHS (% WACE eligible)	174 (100%)	198 (100%)	187 (99%)	206 (100%)	190 (100%)	178 (96%)
Like Schools (%)	96%	94%	95%	94%	95%	93%
Public Schools (%)	89%	89%	89%	89%	89%	88%

Count (% of eligible students) Source: SCSA data files

1.3.2 The median ATAR will equal or exceed state and like school averages.

Melville SHS's median ATAR was 85.75, which is above like schools and the State and Median average. It is also Melville SHS's highest median ATAR since the introduction of ATAR.

Year	Number ATAR Students	Number with one or more scaled score of 75+	As Percentage
2018	93	47	50.5%
2019	96	64	66%
2020	89	59	66%
2021	103	71	69%
2022	66	48	73%





1.3.3 The total number of Certificates of Merit or Distinction will be greater than 10% of the graduating cohort.

The total number of Certificates of Merit or Distinction exceeded 10%, with 16% of the Year 12 cohort achieving certificates of Merit or Distinction. Melville SHS also had several SCSA award winners including a General Exhibition (top 50 ATAR students) and two Subject Exhibitions (top performing student for an ATAR course in the state in Health and English as an Additional Language).

1.3.4 The school will measure the extent to which the proportion of students completing a Year 12 ATAR pathway equates to the proportion of students achieving Band 8 or higher in NAPLAN.

46% of all students who achieve a NAPLAN average of Band 8 or higher went on to study a complete (four or more) ATAR pathway and are looking at direct entry to university. This increased to 59%, when students who are seeking direct entry to university studied a Certificate IV in addition to ATAR subjects. It is anticipated that these results will change as universities offer more alternative entry pathways to university.

1.3.5 85% of Year 12 students will complete two or more STEM courses.

Melville SHS continues to provide increased opportunities for students to participate in STEM related courses, programs and activities. 67% of the WACE eligible Year 12 cohort completed two or more STEM courses or related VET qualifications. Whilst the target is 85%, Melville SHS also ensures that students can select senior school courses that meet the needs of the individual student and support their success beyond school. 100% of students have the opportunity to study two or more STEM courses with more than 20 ATAR/General/Certificate STEM courses available for students to study at Melville alone (not inclusive of external Registered Training Organisation Certificate courses students can also study whilst in Year 12).

Priority 2: Excellence in Teaching and Learning

Foci 2.1 Pedagogical Change

2.1.1 The school will implement a school-wide teaching and learning framework.

The school has performed an audit of its Teaching and Learning Framework established in 2018 and concluded it needs revitalisation. Throughout 2022, the school has established a new Teaching and Learning framework that reflects and aligns to evidence-based practice and the Department of Education's Teaching for Impact framework. The school is working towards the new Melville Teaching and Learning framework being implemented by all teachers and professional development is occurring for all teaching staff on how to best utilise each component for effective lessons and improved student outcomes.

2.1.2 The school is committed to ensuring all teaching staff are CMS trained and will be supported through the 5% of staff trained as CAT teachers.

Classroom Management Strategies (CMS) provides high quality, best practice, research based professional learning in classroom management and instructional improvement for staff in WA Public Schools. Unfortunately, this course was cancelled in the first half of 2022 due to Covid. Two teachers from Melville SHS completed this course in Semester Two.

Conference Accreditation Training (CAT) is the first accreditation level in the CMS accreditation structure. Teachers who attain the conferencing level of accreditation are able to conference all CMS programs at school level. The process is rigorous, with clearly defined eligibility criteria. Three staff are currently CAT trained with one staff member who is part way through training. Two teachers who completed CMS in 2022 will be enrolled in Instructional Strategies for Engagement (ISE) in 2023 and work towards CAT training.





2.1.3 Whole school averages for Pivot student survey responses will be 4.9 or higher for the following items:

- This teacher knows a lot about the topics in this class
- This teacher explains things in a way I can understand
- This teacher's feedback helps me improve

Melville SHS continued to capture students' feedback on teaching practice against the AITSL standards in 2022. The PIVOT survey provides valuable insight into how students feel about the learning environment, how the content is delivered and the feedback they receive.

Melville SHS has seen an upwards trend in student satisfaction levels for all of the following survey questions:

- This teacher knows a lot about the topics in this class
- This teacher explains things in a way I can understand
- This teacher's feedback helps me improve

Through providing detailed objectives and rationales for learning, connecting the current content with prior learning and demonstrating enthusiasm for their subject, teachers at Melville SHS are proving to 'know a lot about the topics' they are delivering, achieving well above the intended target and receiving a PIVOT score average of 5.23 out of 6.

2.1.4 The school will implement a whole school study skills program across Years 7 to 12 to prepare students for successful completion of course assessments, including 7 to 10 exams, ATAR exams and Year 11 and 12 Externally Set Tasks (ESTs).

Study skills support at Melville is created in house by members of our Teaching and Learning Team. The support offered to students is aimed at enhancing what is already done in the classroom by developing general understanding around the transferability of skills. Small group and individual supports are offered to students through the Learning Resource Centre at a range of times including after school workshops, as well as

regular information that is published on the Melville SHS Connect page. General study skills information is also disseminated to students through year assemblies and parent seminars are held each term. Here topics such as organisation, memory and how the brain works are covered.

Foci 2.2 Quality School Feedback and Assessment

2.2.1 The school will develop and implement strategies to improve the ongoing quality of assessment and feedback provided to students to support their progress and achievement in all classes.

Melville SHS continues to build upon providing quality assessment and feedback to students on their progress and achievement in their enrolled courses. Students continue to receive a range of formative and summative feedback in a variety of forms. These include verbal/written feedback to students in class, analytical marking keys for assessments, publishing of student marks in Connect with task mark reports emailed home, feedback provided to students in accordance with assessment policy time-lines, progress and semester reports.



BEBRAS
Computational Thinking
Challenge Distinction
Christabel Zin



**Minister's Aviation
Scholarship**
Luke Yaxley

Foci 2.3 Implementation of STEM Initiatives

2.3.1 The school will provide opportunities for students to engage with STEM thinking and participate in STEM courses and/or STEM-based activities.

Melville SHS continues to develop and master contemporary teaching strategies to ensure students are empowered with the skills to successfully adapt to our ever-changing world. Students have increased opportunities to participate in STEM courses, activities and engage with STEM skills and thinking, both embedded in the curriculum and through the provision of extra-curricular activities.

Activities students participated in 2022 to develop STEM skills and thinking included:

- Electrical Vehicle (EV) Challenges
- Coding Club
- Aviation students achieving their Remote Pilot Licence (drone licence)
- Robocup
- Numero Challenge
- Rocket design
- Future Problem-solving competition
- West Australian Junior Mathematics Olympiad
- Australian Mathematics Competition
- Australian Virtual Astronaut Challenge
- Gifted and Talented STEM Workshops at Murdoch University
- Biokemon Ecology Challenge at Murdoch University
- Cancer Council Sunsmart Garment design task
- Silver status in the Maths Active Schools Program
- BEBRAS Computational Thinking Challenge

To ensure sustainable delivery of STEM skills for students, Melville SHS is continuing to develop a STEM Strategic Framework to support staff and students access these important skills.



Priority 3: School Sustainability and Wellbeing

Foci 3.1 Enhanced School Esteem

3.1.1 The school will sustain a population of between 1350-1450 students.

Student enrolment numbers in 2022 were 1358 and therefore met the target. This was, however, a slight decrease from previous years' figures and reflects a trend across public schools during the pandemic period with increasing enrolments in private schools. Melville SHS enrolments have increased in 2023 and we would anticipate higher enrolments again in 2024.

Year	7	8	9	10	11	12	USE	Total
Student No.	226	246	250	236	217	183	-	1358

3.1.2 In the National School Opinion Survey parents will indicate 'strong support' for positive statements related to the school with a positive score of 75% or higher:

National School Opinion Survey Statement	Agree/ Strongly agree
Teachers at this school expect my child to do their best	87%
My child's learning needs are being met at this school	67%
This school works with me to support my child's learning	65%
This school is well led	75%
I would recommend this school to others	76%

These results reflect the opinions of parents in the 2021 survey. Three of the five statements met the target for positive ratings of 75% (agree/strongly agree). Children's learning needs being met and the school working with parents to support learning were statements with lower ratings. Melville SHS is in the process of implementing a whole school approach to teaching and learning as well as literacy and numeracy strategies and we would envisage that this focus on pedagogy and instructional strategies will support improvements in these ratings. This survey will be conducted again in 2023.

Foci 3.2 Student Well-being

3.2.1 The school attendance average will equal or exceed secondary state and like school averages and will aspire to equal or exceed 91%.

The average attendance rate across the school exceeded both our like schools and the state average. Across the state, overall attendance was down on previous years due to the lingering concerns and associated effects of the COVID-19 Pandemic.

3.2.2 The number of students attending regularly (90%+) will equal or exceed secondary state and like school averages and aspire to be 74% or higher.

Although we experienced a reduction in the percentage of students attending regularly in 2022 (which is defined as 90% or higher), our rate of regular attendance did exceed both like schools and the state average. This can be attributed to the ongoing support provided by our Student Services team, who work tirelessly to ensure all students have the best educational opportunities. The implementation of a two-year attendance strategic plan for 2023 and 2024 will include strategies to improve the regular attendance rate.

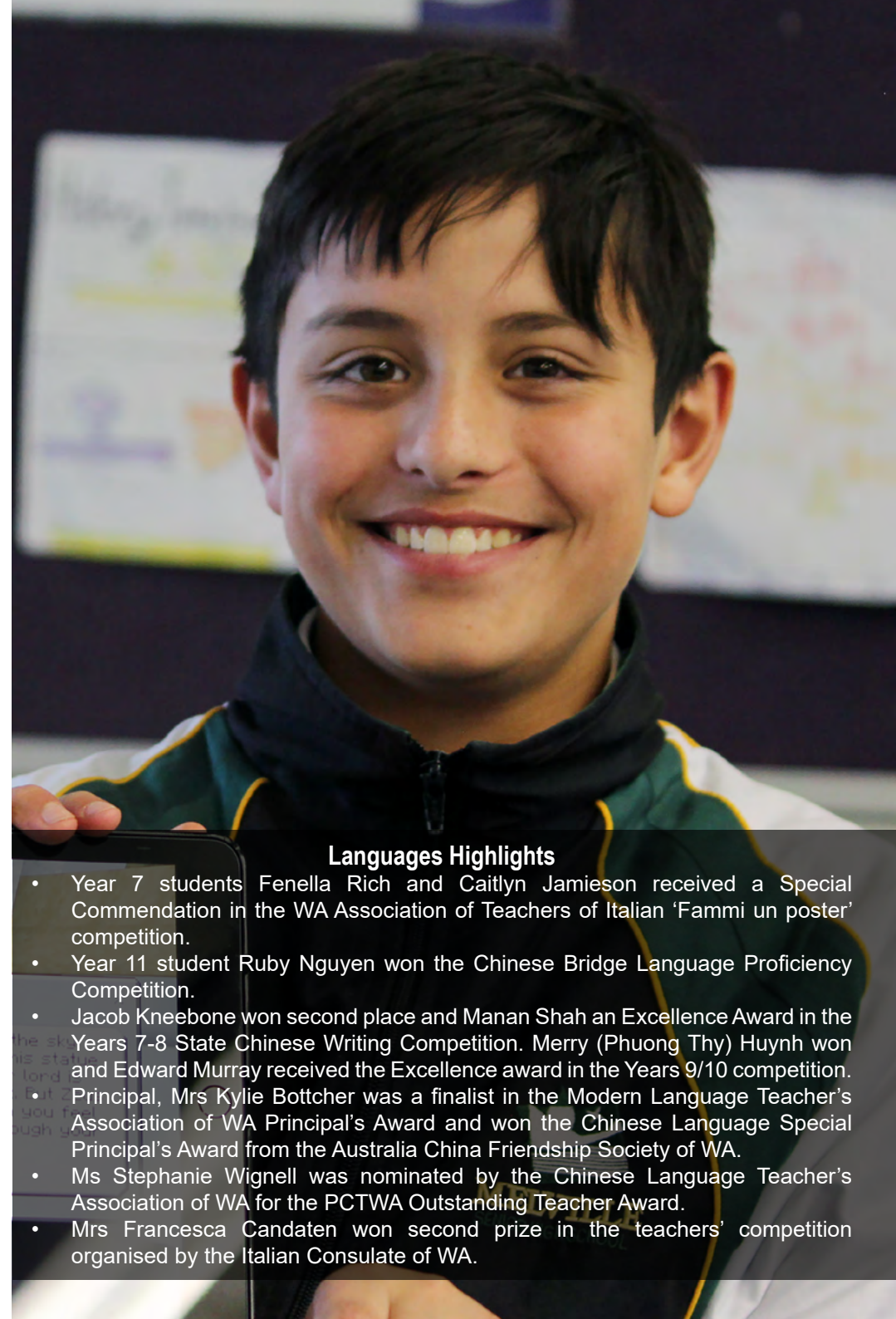
Attendance	Whole School	Regular
Melville SHS	87.5%	58.0%
Like Schools	87.0%	52.0%
Dept of Education	85.3%	48.2%



Second Place
Years 7 - 8 State Chinese
Writing Competition
Jacob Kneebone



Winner
Chinese Bridge Language
Proficiency Competition
Ruby Nguyen



Languages Highlights

- Year 7 students Fenella Rich and Caitlyn Jamieson received a Special Commendation in the WA Association of Teachers of Italian 'Fammi un poster' competition.
- Year 11 student Ruby Nguyen won the Chinese Bridge Language Proficiency Competition.
- Jacob Kneebone won second place and Manan Shah an Excellence Award in the Years 7-8 State Chinese Writing Competition. Merry (Phuong Thy) Huynh won and Edward Murray received the Excellence award in the Years 9/10 competition.
- Principal, Mrs Kylie Bottcher was a finalist in the Modern Language Teacher's Association of WA Principal's Award and won the Chinese Language Special Principal's Award from the Australia China Friendship Society of WA.
- Ms Stephanie Wignell was nominated by the Chinese Language Teacher's Association of WA for the PCTWA Outstanding Teacher Award.
- Mrs Francesca Candaten won second prize in the teachers' competition organised by the Italian Consulate of WA.



3.2.3 The Aboriginal and Torres Strait Islander attendance rate and regular attendance will equal or exceed secondary state and like school averages.

The attendance rates for our Aboriginal students decreased in 2022 compared to 2021 and supporting our Aboriginal students at Melville SHS is a key focus for the school in 2023. The reintroduction of the 'Follow the Dream' tutoring program and the continuation of the Aboriginal Cultural Enrichment program (ACE) have assisted in developing the sense of connection for our Aboriginal students at Melville SHS. Staff involved in the Aboriginal Cultural Standards Committee meet regularly to progress MSHS along the continuum of cultural responsiveness.

	Attendance Rate	Regular
Melville SHS	62.6%	12%
Like Schools	73.9%	28%
Dept of Education	64.6%	16.8%

3.2.4 The whole school average for the relationships domain in the Pivot student survey will be 4.9 or higher.

The overall average for the relationships domain is 4.88.

There is a lot to celebrate in the PIVOT relationship domain results, including areas of strengths listed below, which received an average student satisfaction score above 4.9.

- The teacher respects who I am
- The teacher believes I can succeed in school
- I feel comfortable asking for help
- The teacher cares about my wellbeing
- The teacher supports me when I am confused.

An area of focus in 2023 will be developing teachers and students in the area of 'connecting learning to real life', through student directed learning, real life problem solving and 21st Century skills built into current teaching and learning.

3.2.5 The school will monitor student health and well-being and implement a range of preventative and responsive programs to address recognised health and well-being issues in our community including, for example teen mental health, cyber safety, sexual health, protective behaviours and life-skills.

Although some limitations on group gatherings did exist in Semester One due to Covid constraints, students were able to engage in some targeted well-being programs including:

- Armed for Life – workshops addressing resilience and bullying;
- Clearing the Air – anti-vaping presentation from Perennial Health Institute delivered to students and parents;
- Outside the Locker Room – advice and tips for friends to check in on their friend's well-being. This was a component of the Year 10 transition activities;
- Positive Psychology – School Psychologists worked with GAT classes to highlight the benefits of positive psychology;
- Tomorrow Man/Women – interactive workshops where students are encouraged to challenge gender stereotypes;
- Act Belong Commit Health Week – fun, interactive and informative activities led by Senior School Health Studies classes;
- Navigating Leavers Week – presented by the Red Frogs Organisation; and
- Boonderu Music – engaging our students using music lessons as the vehicle.



Netball Specialist Program Highlights

- The Year 7/8 team were State Runners-up in the High School Cup, the Year 9/10 team were third and the Year 11/12 team were fourth.
- The 16U team beat Esperance to win the Grand Final at the Great Southern Championships in Albany.



3.2.6 The school will provide opportunities that encourage student involvement in co-curricular and community-based activities across the academic, sporting, cultural and citizenship domains.

Some highlights of the many co-curricular activities experienced by students in 2022 include:

- Fifth place in A Division Inter-school Athletics Carnival;
- Third place in B Division Inter-school Swimming Carnival;
- Year Group Lightning Carnivals;
- Pi Day Activities;
- 'Have Sum Fun' inter-school mathematics competition;
- Inter-school debating;
- 'Book in a Day' competition;
- NAIDOC week celebrations; and
- Student Council and Harmony committee fundraisers.

Foci 3.3 Staff Well-being and Development

3.3.1 In the National School Opinion Survey staff will indicate a positive score of 75% or higher related to job satisfaction and well-being.

National School Opinion Survey

This school looks for ways to improve	93%
This school takes staff opinions seriously	73%
Staff are well supported at this school	66%
This school is well led	84%
I would recommend this school to others	85%

These results reflect the opinions of staff in the 2021 survey. As with the parent survey, three of the five statements met the target for positive ratings of 75% (agree/strongly agree). Staff feeling well supported and staff opinions being taken seriously were two statements with lower ratings. The work that Melville SHS has undertaken in progressing

whole school priority areas through committees which all staff attend and contribute to should see an improvement in these ratings when the survey is conducted in 2023.

3.3.2 The School Workforce Development Plan will outline clear strategies that increase the number of staff engaging in leadership and development opportunities across the school.

Staff Numbers	
Principal	1
Associate / Deputy / Vice Principals	4
Heads of Departments and Learning	7
Program Coordinators	4
Total Administration Staff	16
Level 3 Teachers	2
Other Teaching Staff	99
Total Teaching Staff	101
Clerical / Administrative	23
Gardening / Maintenance	3
Instructional	1
Other Allied Professionals	29
Total School Support Staff	56
Total	173

Melville SHS supports teachers’ leadership development in a number of ways. The Aspirant Leader Program, now in its fourth year at Melville SHS, welcomed three staff to the program in 2022, and another seven staff continuing into their second year. Due to Covid impacts, these three teachers will continue with the first year of the program in 2023.



A number of teachers who have been supported by this program have been successful in gaining both substantive and acting Level 3 positions across the Department.

Teachers who are working towards achieving Level 3 Classroom Teacher are supported individually through professional learning. One teacher is in the progress of completing their portfolio.

Graduate teachers benefit from an additional Graduate Teacher Program that is offered through the school. Melville SHS delivers twelve graduate sessions over the course of the year focusing on classroom management and instructional strategies as well as mentoring and additional support for teachers in their first few years. Aspects of the program are also available for pre-service teachers to attend when they join Melville SHS for practicums.

PIVOT feedback cycles continue to be used at Melville SHS in order to provide all teachers with student feedback in order to reflect on their teaching. This provides opportunities for a celebration of strengths as well as aspects to further focus on.

Whole school professional learning at Melville SHS has been mapped to school priority areas and the 2023 program will see staff provided with opportunities to increase their knowledge of Aboriginal and Torres Strait Islander culture and histories, as well as continued focus on Melville's teaching and learning framework, literacy and numeracy strategies, school wellbeing and STEM thinking.

3.3.3 The school will develop a comprehensive framework for planning and implementing a range of initiatives to support the health and well-being of all staff.

The Wellbeing Committee was established in 2022, with the objective of developing, embedding and fostering a culture of participation and sense of belonging at Melville SHS. At Melville, we believe that staff with a strong sense of wellbeing staff are more able to support the health and

wellbeing of their fellow colleagues and their students and to deliver the best possible learning outcomes for all. Throughout the year the school implemented a number of practical, enjoyable activities for bringing staff together and reducing stress in order to help build a healthy, supportive learning community where everyone can thrive.

In addition to this, the Be You online working community is being facilitated by four key staff members with considerable Student Services experience. Resources, initiatives and professional development opportunities are all strategies that support the development of this program.

3.3.4 School leaders will engage in a range of self-reflective practices including the completion of a relevant leadership reflection tool (eg 360° feedback, AITSL leadership tools, etc.) to support their ongoing professional development and effectiveness as a leader.

2022 saw some exciting professional development opportunities for Heads of Learning Area at Melville SHS. HoLAs accessed a 360° feedback survey, allowing them to receive feedback from their team, colleagues and members of the executive. Following this, they undertook four coaching sessions with external coaches from Integral Development, a global leadership and development company.

Melville SHS will be continuing this work in 2023 as we work with Thrive Organisational Wellness to support the wellbeing of our Senior Leaders. Health and wellbeing of both staff and students continues to be a source of concern for schools and Melville SHS is committed to ensuring that school leaders are able to lead effectively and support the wellbeing of staff and students, through ensuring that they have strategies in place to support their own wellbeing.

Intensive English Centre

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

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

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

The 2022 cohort consisted of 37 students in total. The three classes were populated with 14 students in L1 (lowest beginners); 14 in L2 (middle beginners) and 9 in L3 the students in their final six months. All students upon entry were assessed between below Level 1 and up to low Level 2 in speaking, listening, reading and writing. As the year progressed a visible shift in levels was achieved by the end of 2022. The exiting target for the IEC has been set at Level 4 for all the above modes. In the case of L3, 100% achievement was made. Students in L2, who still have a further six months of IEC to complete, achieved between Level 2 and Level 3 whilst those in L1 are between Level 1B and low Level 2.

Students in all classes also completed studies in Mathematics, HASS, Science, Health and ICT. Whilst also covering key concepts for each year level within the students' language capabilities, these contexts serve as an avenue to develop language further. Some students pick up language skills quickly and are able to emulate the modelled language. Even



though these students have completed their IEC time, they still need continued support in mainstream schools and will be at significant risk of not achieving WACE graduation if this is not provided. Those students who do not achieve Level 4 or above are deemed to be at risk of not passing either NAPLAN or OLNA testing conducted in the mainstream. Hence, the need for continued lesson scaffolding at the Phase 2 Level within mainstream classes.

In 2023, the IEC will continue with the teaching considerations outlined in the EAL/D Progress Map. It will continue to provide quality teaching programs and design assessment tasks to reflect program content. In addition, resources will be utilized to purchase curriculum based consumable textbooks in reading, grammar and spelling in order to continue the collegiate approach achieved thus far in developing student language achievement in Standard Australian English.

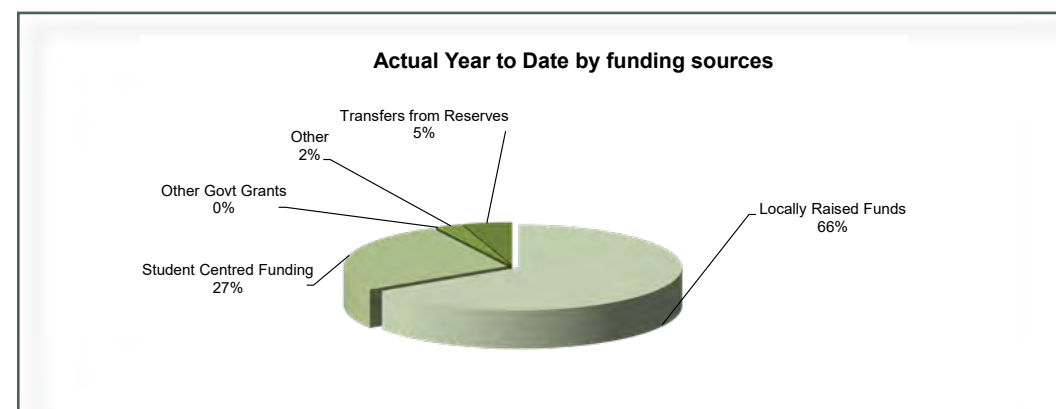
Financial Summary

Melville SHS's school budget is monitored regularly by the College Board, the School Executive, and the Finance Committee, which ensures financial accountability and effective planning and new initiatives for future projects.

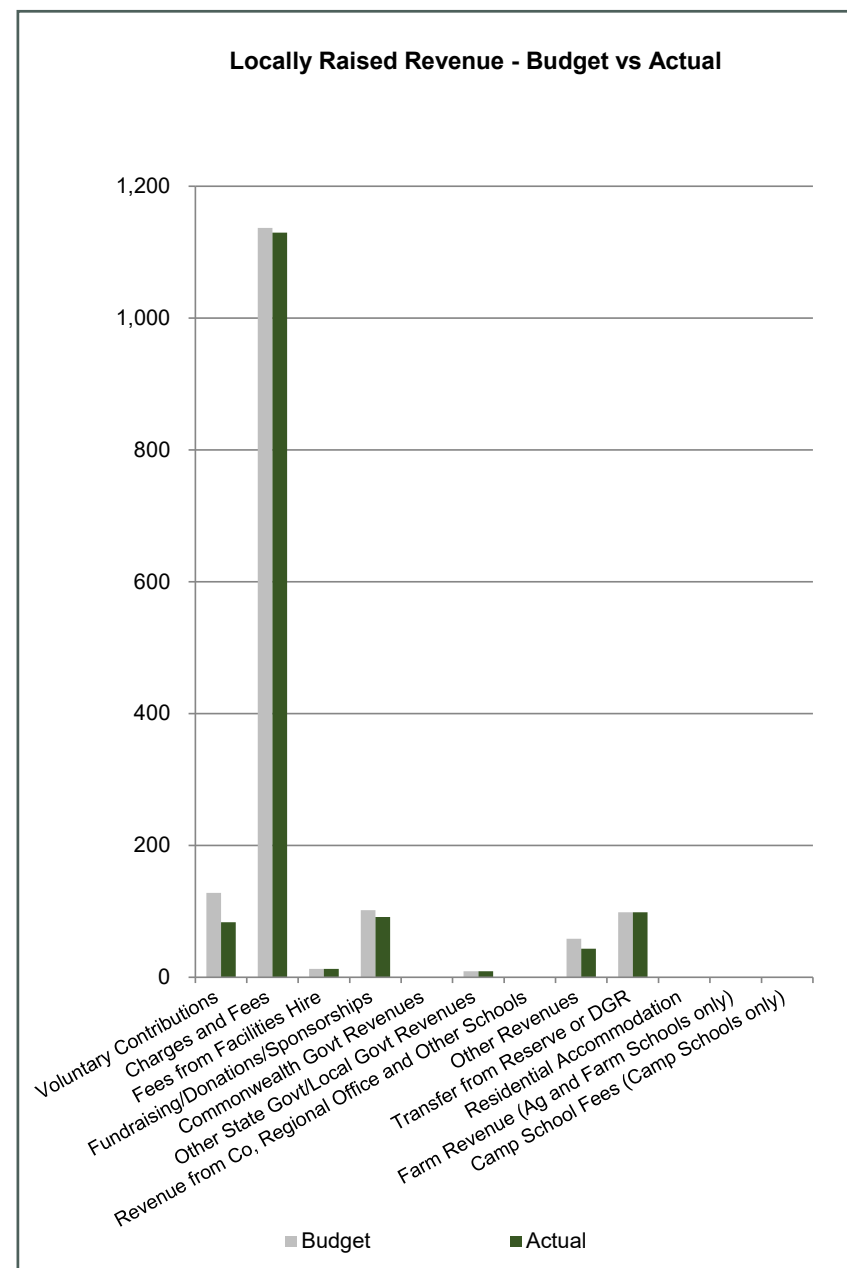
Key items from the school's expenditure in 2022 were maintenance and IT equipment. Classrooms in the Mathematics wing were all repainted with an internal painting schedule in process for the remainder of the school. Computers, laptops and a new school server were all purchased in 2022 in order to upgrade the school's IT equipment and accessibility.

A major refurbishment of the school canteen occurred over the Term 4 break and will account for spending from the 2023 budget. Additional projects for 2023 include upgrades to the foyer of the existing gymnasium, as well as a new sports hall, funded by the Department of Education and the Department of Finance.

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$158,314.00	\$132,274.96
2	Lease Payments	\$-	\$4,864.44
3	Utilities, Facilities and Maintenance	\$532,018.75	\$380,700.21
4	Buildings, Property and Equipment	\$280,458.00	\$251,223.09
5	Curriculum and Student Services	\$990,902.77	\$819,681.05
6	Professional Development	\$56,196.00	\$25,049.61
7	Transfer to Reserve	\$-	\$-
8	Other Expenditure	\$125,585.09	\$118,413.18
9	Payment to CO, Regional Office and Other Schools	\$20,000.00	\$4.00
10	Residential Operations	\$-	\$-
11	Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
12	Farm Operations (Ag and Farm Schools only)	\$-	\$-
13	Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
14	Camp School Fees to CO (Camp Schools only)	\$-	\$-
	Total Goods and Services Expenditure	\$2,163,474.61	\$1,732,210.54
	Total Forecast Salary Expenditure	\$15,460,226.00	\$15,460,226.00
	Total Expenditure	\$17,623,700.61	\$17,192,436.54
	Cash Budget Variance	\$450,850.53	



	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$128,000.00	\$83,140.85
2	Charges and Fees	\$1,136,563.39	\$1,129,539.59
3	Fees from Facilities Hire	\$12,600.00	\$12,599.84
4	Fundraising/Donations/Sponsorships	\$101,604.10	\$91,297.68
5	Commonwealth Govt Revenues	\$-	\$-
6	Other State Govt/Local Govt Revenues	\$8,992.00	\$8,992.28
7	Revenue from Co, Regional Office and Other Schools	\$-	\$-
8	Other Revenues	\$58,355.43	\$43,250.89
9	Transfer from Reserve or DGR	\$98,585.00	\$98,585.00
10	Residential Accommodation	\$-	\$-
11	Farm Revenue (Ag and Farm Schools only)	\$-	\$-
12	Camp School Fees (Camp Schools only)	\$-	\$-
	Total Locally Raised Funds	\$1,544,699.92	\$1,467,406.13
	Opening Balance	\$536,138.22	\$536,138.22
	Student Centred Funding	\$533,487.00	\$533,487.34
	Total Cash Funds Available	\$2,614,325.14	\$2,537,031.69
	Total Salary Allocation	\$16,400,458.00	\$16,400,458.00
	Total Funds Available	\$19,014,783.14	\$18,937,489.69



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