



ANNUAL
REPORT
2008

MELVILLE
SENIOR HIGH
SCHOOL

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It is my pleasure to introduce the 2008 Melville Senior High School Annual School Report to the school community. Melville Senior High School is a vibrant multi-cultural school reflecting the spirit of Fremantle and surrounding suburbs. A 'school on the move', 2008 was yet another year of growth for Melville with student numbers increasing by 40 (to 860) and staff numbers correspondingly higher (135 full and part time). This is the fifth year in a row that Melville SHS has defied the downward trend seen in many other schools by increasing our student numbers. As a school we draw strength from the fact that we are increasingly winning the confidence of our local community and increasing numbers from our local intake area as well as state-wide through our Gifted and Talented Education (GATE) and other specialist programs. A sign that this trust is well placed lies in the fact that despite the larger numbers of students at our school, attendance rates continue to improve with the school averaging 91% attendance on any given day - 4.4% better than the state average. Consistent attendance at school is essential to success at school be it in terms of academic or sporting achievement, social/cultural engagement or in terms of effective citizenship.

As outlined elsewhere in this report, 2008 saw our Year 12 students achieve outstanding results in their Tertiary Entrance Exams (TEE) where, as a school we placed 14th in the state in terms of the all important Tertiary Entrance Rank (TER) - the score used to determine university entrance. The fact that our average TER (81.3) was significantly higher than many of the surrounding private schools vindicates the decision that many of our parents have made to send their children to the 'local high school'. In addition to these outstanding TEE results, Melville students achieved 100% graduation for the second time in three years and were placed 47th in the state in terms of our Vocational Education and Training results. These are great outcomes and reflect not only the efforts of our students but also effective 'whole school' counselling practices and a committed, caring and indeed talented staff.

In terms of sporting achievement our successes were numerous in individual as well as team events. Courtney Franz's achievement in winning the Open Champion Girl title in both the 'B' Division swimming and the 'D' Division athletics was an outstanding achievement as was the Year 10 Boys Soccer team winning the State Under 16 Soccer Championship - not bad against a number of specialist soccer schools!

Student cultural engagement was exemplified with the performances of the school swing band which continued to attract rave reviews throughout the year and the annual school production of 'Bouncers' which provided a show case for the schools many artistically talented students. Finally, the fact that Melville SHS leads the state through the provision of authentic Community Service as part of our school curriculum from Year 10 – 12 is something of which our community can be justifiably proud.

2008 also saw a continuation of the building program that has done so much to reflect the recent resurgence of Melville SHS as an outstanding local high school. As I write, the Science Quadrangle and the swimming pool have been refurbished and a new bus shed and Education Support classroom have been built. Planning is well underway to redevelop the Middle School Quadrangle, the last of the student spaces in need of upgrade to better reflect educational requirements in the twenty-first century.

In short, 2008 was a very successful year for students at Melville and while there are areas in which we will focus on to improve, we look forward to 2010 and the 50th anniversary of the school's opening in 1960 with every confidence that 2009 will also be a successful year. If you would like further information on school performance please don't hesitate to contact the relevant member of the school Executive Team.

Yours Sincerely

Phillip White AM, RFD, BA, Grad Dip Ed, MEd
(Man)
PRINCIPAL

April 2009





Highlights

Academic:

- Melville SHS in top 14 Public Schools for Tertiary Entrance
- Median TER of 81.3
- TER consistently above state and band
- Applicable Mathematics, English, Geography, History and Human Biology above state mean
- Chemistry, Calculus, Discrete Mathematics, Media Production and Analysis and English as a Second Language/Dialect at or near state mean
- DET 'Top Public School Award 2008'
- Ranked equal 1st for Graduation
- Ranked 48th for Vocational Education
- Samuel Moore awarded Certificate of Excellence

School Dux:

- TEE – Samuel Moore
- WSA – Jerard Latchmiah
- Roger Chuang, Spencer Allan, Kate Bond (Year 11) in PACES program for excelling students
- Students scoring scaled scores of 75+ in 1 or more TEE subjects: Bryan Sin, Samuel Moore, Gareth Massey, Brian Lawlor
- Roger Chuang (Year 11) High Distinction in Australian Maths Competition
- 17 Melville students receive Distinction and 57 students a Credit in Australian Maths Competition
- Graphics Technology and General Workshop highest performing subjects in the state.
- 100% Graduation
- Top 50 VET schools
- Students achieve above own expectation in actual destination v intention

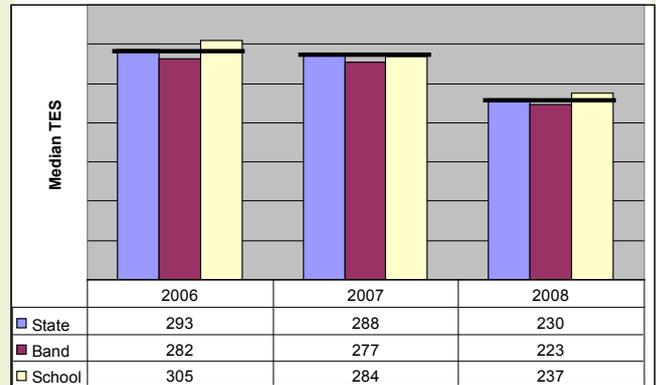
Sporting:

- Courtney Franz Interschol 'B' Division Swimming Open Champion Girl
- Courtney Franz Interschol 'D' Division Athletics Open Champion Girl
- D Division Athletics 3rd Place
- D Division Athletics – 5 age group 'Runner-up' Champions

Tertiary Entrance

38 Year 12 Melville SHS students (40%) engaged in the 2008 TEE (Tertiary Entrance Examination). All students were eligible for places in University with 26 students (68%) offered their 1st Preference.

Median TES of Melville SHS students:



Our Median Tertiary Entrance Rank (TER) of 81.3 was 3% higher than the state average, placing Melville SHS in the top 14 public schools in the state. 85% of our students achieved a TER greater than the benchmark of 70. Over the past three years the Median Tertiary Entrance Score (TES) of Melville SHS Year 12 students has consistently outperformed our Band and State.

2008 percentages of students in the top, middle and bottom thirds of the State and Band TES:

State	School	Band	School
Top 33%	28%	Top 33%	41%
Middle 33%	45%	Middle 33%	41%
Bottom 33%	28%	Bottom 33%	19%

Five TEE subjects achieved an average mark higher than all state schools: Applicable Mathematics, English, Geography, History and Human Biology, with Chemistry, Calculus, Discrete Mathematics and Media Production and Analysis and English as a Second Language/Dialect at or near state mean.

Our top student achieved a TER of 98.9 and a Certificate of Excellence for 10 'A' Grades in Year 11 and 12.

Senior School Report (Years 11-12)

Wholly School Assessed

59 of the Year 12 students (60%) completed Wholly School Assessed (WSA) studies in 2008. Melville SHS students were the highest performing in the state in Graphics Technology and General Workshop.

Western Australian Certificate of Education (WACE) Graduation

Melville SHS Graduation Rate was 100% which ranks us equal 1st in the State.

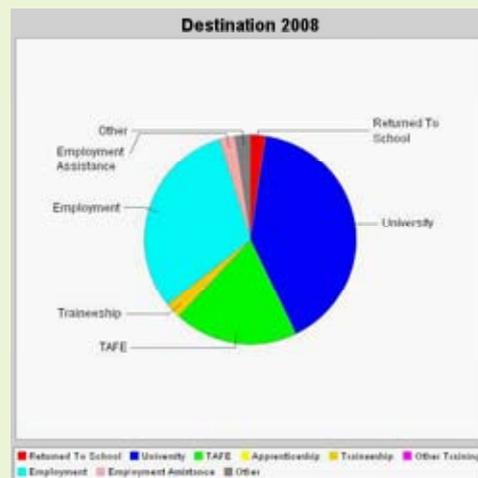
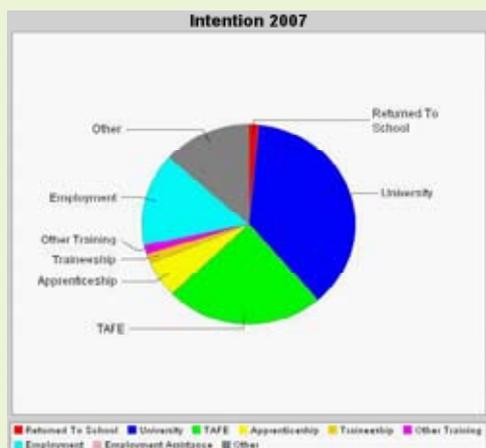
	Graduation %	No Students
2006	100%	76
2007	99%	88
2008	100%	87

Vocational Studies

A considerable number of Year 12 students completed Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing WSA and TEE studies. In 2008 Melville SHS was ranked in the Top 50 VET schools in the state based on student achievements.

Post School Destinations

As shown in the two accompanying pie graphs Melville SHS Year 12 students have achieved above their own expectations based on their Year 11 Intention compared to their Year 12 Destination data. For example 40.5% of Melville SHS Year 12 Students achieved University Entrance which is 3.2% above their Year 11 (2007) expectation. 31% of students have taken up Employment which is an increase of 16% above their expectation as Year 11 students.



Retention

YEAR	8 - 12	10 - 12	10 - 11	11 - 12
2006	69%	59%	93%	68%
2007	65%	62%	96%	67%
2008	75%	60%	81%	62%

Student apparent retention and progression rates reflect effective counselling of students into appropriate schooling and other training options. Many students are successful in gaining Vocational Education and Training placements in off-site locations and other educational opportunities. The retention from Year 11 to 12 is lower than state average which may indicate greater success at gaining employment but this trend will be further analysed in 2009.



Middle School Report (Years 8 -10)

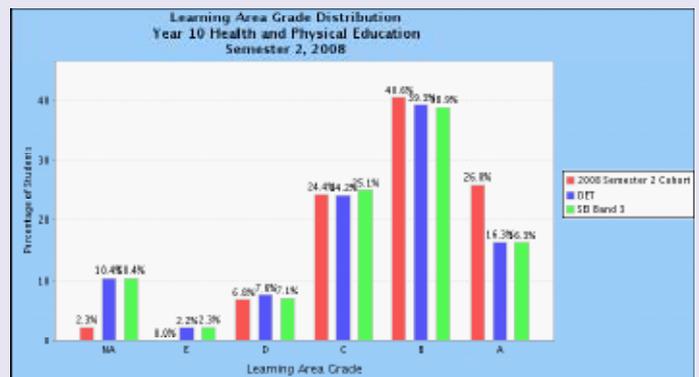
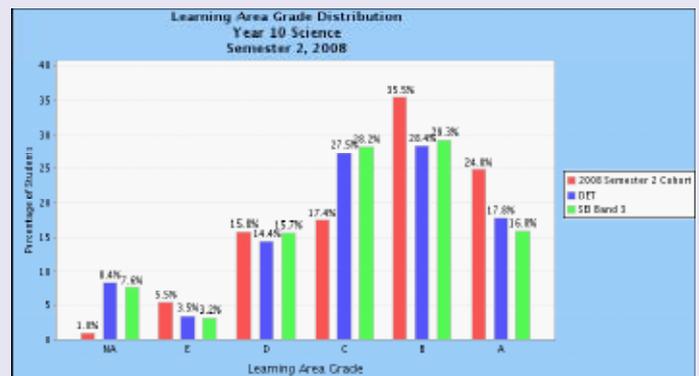
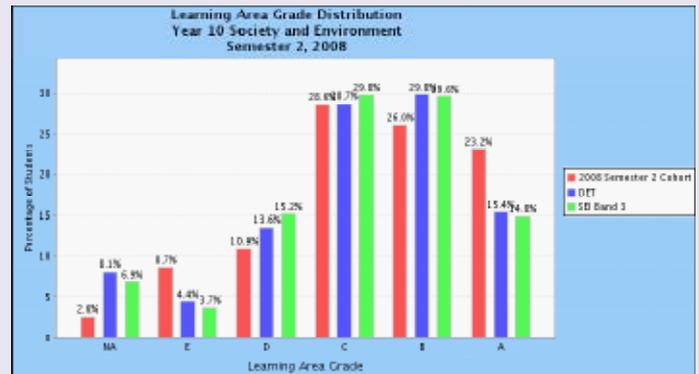
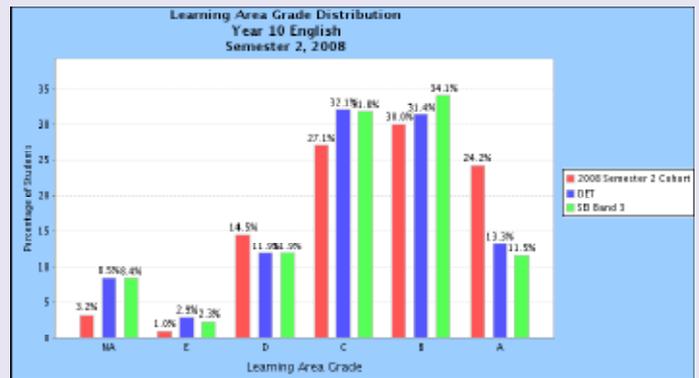
Student Achievement

Teacher Judgment Data

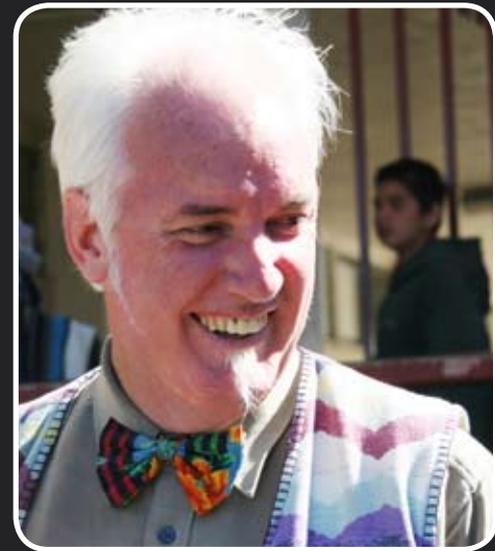
The Learning Area Grade Distribution graphs presented on these pages show student achievement in Semester 2 of Year 10 and compare Melville students (2008 Semester 2 Cohort) against the rest of the state (DET) and like socio-economic index schools (SEI Band 3). Year 10 is an important transition point from early to late adolescence/young adulthood and has been selected for presentation as it marks the culmination of three years of Middle School (8 – 10) education at Melville SHS (detailed data on each year group is available on request). The data presented enables the community to monitor the achievement of our students noting though that within the context of the Curriculum Framework the grades are derived from teacher judgements and may not be consistent from school to school. This said, a 'C' grade or better is considered to be satisfactory achievement and it is evident that students at Melville SHS generally achieve more 'A' and 'B' grades than state or like schools and fewer 'D' and 'E' grades – a pleasing result.

NAPLAN and WAMSE 9 Data

2008 was the first year where nation-wide testing was conducted with all students in Years 3, 5, 7 and 9 using the National Assessment Program Literacy and Numeracy (NAPLAN) test series. For a number of reasons Western Australian schools did not perform well when compared to the other states. This is a cause for concern although there has been considerable debate about the validity of these tests. The performance data for Year 9 Melville SHS students (School) is shown below together with the data for WA as a whole (State) and like socio-economic schools (Like Schools). The table is made up of so called proficiency bands with 10 being the highest scoring band and 1 the lowest. Each band shows the percent of students scoring in the range covered by the band. This data is shown for the NAPLAN tests in Numeracy (N); Reading (R); Writing (W); Spelling (S) and Punctuation and Grammar (PG).



Band	School					State					Like Schools				
	N	R	W	S	PG	N	R	W	S	PG	N	R	W	S	PG
10	3	3	6	3	3	3	3	4	3	2	3	3	7	3	4
9	11	8	10	21	10	9	9	9	10	7	12	11	11	13	8
8	22	23	21	15	19	20	21	19	22	18	25	26	24	23	17
7	26	29	17	30	23	31	31	26	27	29	34	34	22	32	33
6	28	21	27	11	29	26	24	23	21	27	22	20	23	17	22
1 to 5	10	16	19	19	15	11	12	19	17	18	4	6	13	12	15



Highlights

Academic:

- Joshua Merriman (Year 8) equal first in state junior division of the Australian Geography Competition
- Over 50% of Year 9 Society and Environment students achieve better than national average in the Australian Geography Competition
- Indigo Foster-Tuke and Claire Browton (Year 8) second placed in State Maths Quest

Community:

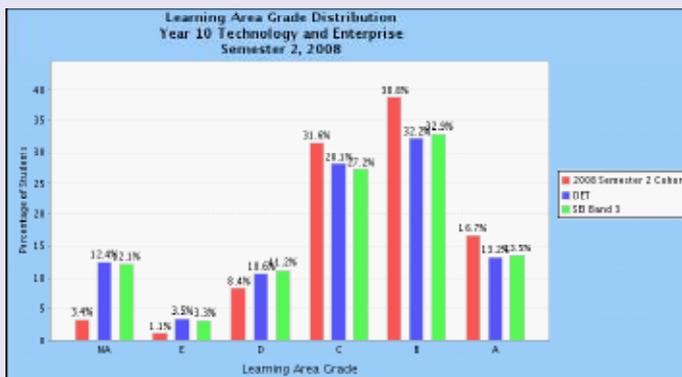
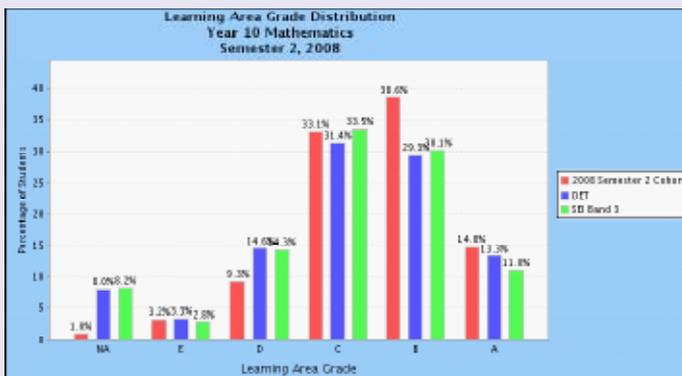
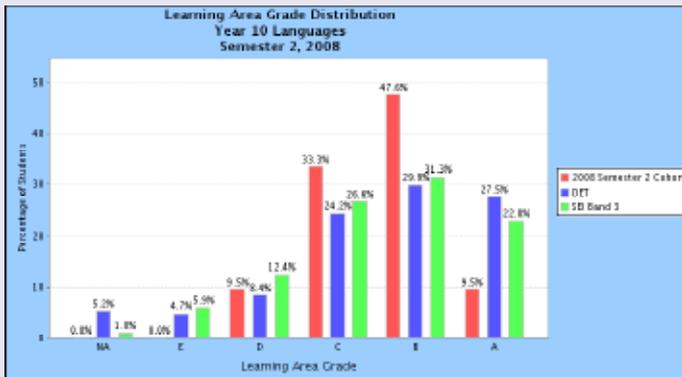
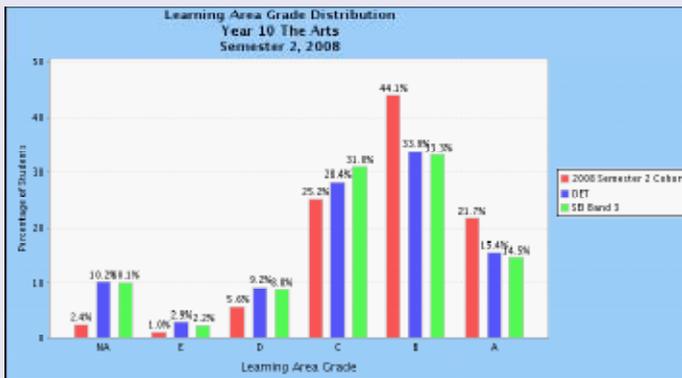
- The community service program is seen as a state benchmark for its success, especially regarding interaction with local seniors groups (mobile phone and computer classes)
- Successful Year 8 Orientation Camp
- Enthusiastic student and staff participation in a range of fund raising events throughout the year

Sporting:

- Year 10 Boys State Soccer WA Champion School
- School team participation and success in netball, football, swimming, athletics, soccer, basketball, touch rugby
- Lightning carnivals and successful performance in netball carnivals
- 25 Year 10 students complete RLSSA Bronze Medallion
- Specialist Netball tour of south-west schools

Cultural:

- Harmony Week activities culminating in the widely acclaimed annual Harmony Week concert
- Annual school production : in 2008, this was 'Bouncers' following the tradition of a locally written script supported by locally sourced music
- School participation and success in debating and 'write a book in a day'
- Successful jazz band tour of the south-west sourced from local bands/musicians



	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Middle School Report (Years 8 -10)

As NAPLAN data is not available for our Year 9 cohort when they were in Year 7, to demonstrate the extent to which approximately 16 months of education at Melville SHS may have led to student improvement in performance, a direct comparison is made in the table below between in the number of students achieving above the now superseded West Australian Literacy and Numeracy Aptitude (WALNA) 7 2006 Benchmark and the NAPLAN 9 2008 National Minimum Standard.

	Above Benchmark WALNA 7 2006	Above National Minimum Standard NAPLAN 9 2008	Change (+/-)
Numeracy	82.5%	89.9%	+7.4%
Reading	78.6%	84.1%	+5.5%
Writing	79.6%	80.7%	+1.1%
Spelling	69.9%	80.8%	+10.9%

While it is evident that there was an apparent improvement from Year 7 to 9 in the number of students achieving above the NAPLAN 9 National Minimum Standard when compared to the WALNA 7 Benchmark standard in each test category, it is also noted that when compared to 'Like Schools' Melville consistently has more students below the National Minimum Standard. Strategies will be implemented to better prepare our students for the NAPLAN testing in 2009 with explicit teaching and test preparation being a key focus as well as more targeted use of the Year 8 and 9 SAER classes. It is also planned to administer the 2009 NAPLAN test to our 2009 Year



8 cohort as part of their preparation for the 2010 test series.

2008 also saw Year 9 Science and Society and

Environment students (for the first time) tested using the West Australian Monitoring Standards in Education (WAMSE) tests. These tests are developed using the learning outcomes described in the Curriculum Framework which provides the context for measuring and reporting student performance across all



year groups. As shown in the following table Science and Society and Environment students achieved at the expected level of achievement:

Learning area	Science	Society & Environment
Year 9	2	2

1	above expected
2	expected
3	below expected

However, as the following table shows, when the percentage of students achieving at or above the WAMSE test standard compare to either State or schools from the Fremantle-Peel Educational District is more closely analysed it is apparent that Melville students did less well. Again, strategies will be implemented to better prepare our students for the WAMSE testing in 2009 with explicit teaching and test preparation.

Percentage of Students Achieving At or Above the WAMSE Test Standard:

Learning Area	School	State	Fremantle District
Science	42%	45%	44.3%
Society and Environment	40%	43%	43%

Multiple Pathways to Success

At Melville SHS programs are provided to extend our students academically, as well as in the fields of sport, culture and service to the community. Our aim is to successfully prepare our graduates for post school destinations to university, TAFE, employment and indeed life in the wider community. In addition to a broad range of main stream programs, in the Middle School at Melville SHS we have three state-wide selection special programs including Gifted and Talented Education (GATE), Netball and Aviation programs. We also have a Music Extension Program, a school based Academic Extension Program, programs for less able or otherwise 'at educational risk' students and an Intensive English Centre for migrant learners (see IEC report following).

2008 saw the first cohort of GATE students complete a year of study at Melville. Their specialist program was supplemented by after school classes which saw students experience and participate in a wide range of enrichment activities supported by subject professionals from both in and outside of the school. GATE students achieved all A and B grades in each of their academic subjects.

In addition to the GATE program, Melville Senior High School offers two Department of Education and Training (DET) endorsed specialist programs in Netball and Aviation. Both of these were reaccredited in a rigorous process of reassessment in 2008.

Achievements in the Netball program were again outstanding with numerous carnival successes as well as extensive student engagement in coaching and umpiring opportunities with our partner primary schools. The response from south-west schools following our netball teams second tour to this region was excellent. 2008 also saw a first for our Aviation program with a student gaining his commercial pilots licence. In 2009 a major tour to the Avalon Air Show is being planned for Aviation students.

In Year 10, our Accelerate program aims to support the development of literacy and numeracy by linking potentially disengaged students to work and TAFE placements throughout the year. Many of these students enter either the workforce, TAFE or return to our highly successful Year 11 LINKS program in Senior School the following year.





The Intensive English Centre (IEC)

The IEC sub-school is an important part of the Melville SHS educational community and we are proud to be associated with this example of successful multiculturalism. The Melville IEC provides newly arrived migrant learners (temporary and permanent resident) with a friendly, secure learning environment where students from diverse cultural and linguistic backgrounds are assured of inclusive curriculum and service provision. Commonwealth funding supports incoming learners by providing one-year intensive English studies, designed to prepare students for successful academic achievement in mainstream educational contexts at Melville SHS or elsewhere (in 2008 our students graduated to Rossmoyne SHS, Willetton SHS, Lynwood SHS, Kent Street SHS, Applecross SHS, Canning Vale College, Como SHS, Belmont City College, Thornlie SHS, Yule Brooke College and North Lake Senior Campus).

Most students enrolling in the IEC have widely diverse social, educational and language backgrounds. Based on a 12 month intensive English program agreed targets are set across the system for IEC students from both literate and limited schooling (non-literate) backgrounds. These exit targets are derived from the English as Second Language (ESL) Progress Map and have been set at Level 4 in Reading & Viewing, Writing, Speaking and Listening for literate students or Level 2 for non-literate students. Following is a summary of student outcomes:

Literate Background Students:

YEAR	READING		WRITING	
	Target Level	Achieved	Target Level	Achieved
8	4	100%	4	100%
9	4	67%	4	60%
10	4	73%	4	73%

YEAR	SPEAKING		LISTENING	
	Target Level	Achieved	Target Level	Achieved
8	4	100%	4	100%
9	4	60%	4	80%
10	4	87%	4	80%

Limited Schooling (Non-literate) Background Students:

YEAR	READING		WRITING	
	Target Level	Achieved	Target Level	Achieved
8	2	83%	2	100%
9	2	83%	2	100%

YEAR	SPEAKING		LISTENING	
	Target Level	Achieved	Target Level	Achieved
8	2	100%	2	100%
9	2	100%	2	100%

Whilst some students have done extremely well, there is still room for improvement. IEC students exiting at level 4 are at greater risk in Year 10 than for those exiting at Level 4 in Year 8. Year 10 students require significant ESL support in mainstream. Students moving into Years 8 and 9 have considerably more time to develop language expertise and as such are advantaged over Year 10 students. Limited schooling background students who exit at Level 2 are highly at risk and special consideration needs to be given to their mainstream placement and on-going scaffolded and targeted curriculum support. These learners will require curriculum adjustments for most of their secondary schooling years.

School Budget

The break down of the schools budget and accounts is shown in the attached graphs depicting Revenue, Expenditure and Cash Position. The large cash balance shown as the Asset Replacement and Capital Reserve component in the Cash Position graph reflects money both raised and saved by the school for capital works projects which have not been completed in 2009 due to building delays. Once these capital works projects (see below) have been completed in 2009 the funds will be reduced to levels considered more acceptable by the DET. Parents donated \$19,873 to the P&C which was used to pay for the purchase of swimming pool chemicals, mathematics calculators, video cameras, music stands and valedictory sashes. The P&C also use part of these funds to run the uniform shop and the school canteen. In addition to these donations to the P&C, parent donations to the Chaplaincy raised \$10,087 which has enabled the school to employ our Chaplain for an extra one day per week.

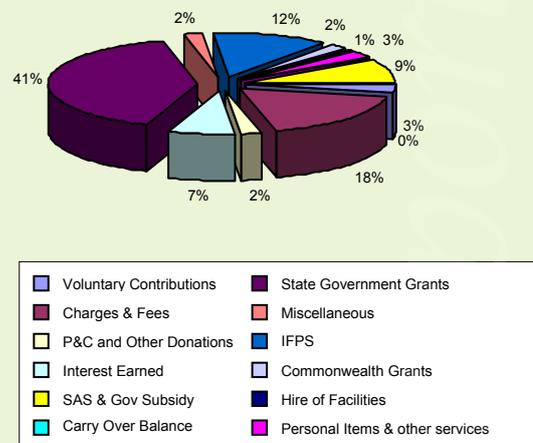


will take place during the 2008/09 school holidays and will be completed by the beginning of the new school year. Finally, two Minor Works Projects that were approved and completed in 2008 were the tactile pavers for the new Science Quadrangle and the Science chemical store upgrade. In 2009, work will begin of the refurbishment of the Middle School Quadrangle.

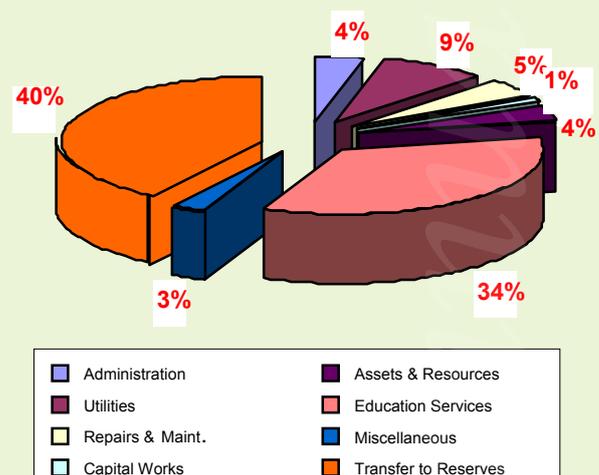
New Capital Works in 2008

2008 saw the beginning of another phase of Capital Works expenditure in and around Melville SHS. The Federal Government Investing in Our School grant was partly used to fund our Education Support Unit building extension. This extension will be completed early in Term 1, 2009. The balance of this federal government funding was spent on a new shed to garage the school bus. Due to building delays, it is expected that the bus shed will be completed for the beginning of the 2009 school year. Building was also commenced on the Science Quadrangle upgrade which will also be completed by the start of the new school year. The planned and budgeted for Oval Reticulation Project has not yet commenced pending further work being done to assess the capacity of the bore to support an enhanced reticulation system. If the bore does not need to be replaced it is planned to complete this project in early 2009. A swimming pool upgrade

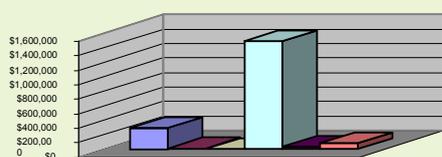
Revenue 2008 – Total \$1,727,078.00



Expenditure 2008 – Total \$1,357,809



Cash Position





Teacher Qualifications

All teaching staff at Melville SHS meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching. The following table shows a summary of Teacher Qualifications at Melville SHS:

Teacher Qualification	No. of staff
PHD	1
Masters Degree	14
Bachelor Degree with Honours	1
Bachelor Degree	83
Graduate Diploma	18
Diploma	45
Associate Diploma	2
Certificate IV	7

Staff Retention

At the end of each year most staff have the choice to remain for another year or transfer to another school. As can be seen from the following table our staff are happy to remain at Melville SHS:

Total teaching staff - 2008	91
Teaching staff retained from previous year	79
Staff Retention Rate	86.8%

Student Numbers

In 2008 the school received an increase in enrolment applications and the forward trend is for this to continue into 2009. The number of applicants for positions in the school saw us turning away many applicants as we focused on catering for students in our local area; however, it is notable that more families are seeing Melville as their school of choice.

Melville SHS	Total	Year 8	Year 9	Year 10	Year 11	Year 12	IEC
2008	860	188	164	185	124	96	103
2007	822	137	166	162	137	107	113
2006	815	148	153	160	154	88	112

Student Attendance

Attendance rates at Melville SHS continue to not only improve but also to exceed those averaged in other state schools.

2007		2008	
School	State	School	State
90.5%	88.4	91.0%	87.6%

Staff Attendance

In 2008 there were 135 staff at Melville SHS with a mix of full and part time. The average percentage of days attended per staff was high as indicated in the following table:

Staff Type	2007	2008
Teaching Staff	99.0%	98.6%
Support Staff	96.2%	95.7%
All School Staff	98.2%	97.7%

