



MELVILLE  
SENIOR HIGH SCHOOL

Melville Senior High School  
**Annual Report 2017**

CONFIDENT INNOVATIVE SUCCESSFUL





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## INTRODUCTION

Phillip White, Principal and Paul Richards, School Board Chair

It is our pleasure to introduce the 2017 Melville Senior High School Annual Report to the school and wider community. We commend this report to you, noting that it makes extremely gratifying reading for anyone with an interest in our school.

Throughout 2017 in various public forums we repeatedly measured our students and therefore the school, in terms of their individual and collective successes in the intellectual (academic), physical (sporting), cultural (creative) and civic (citizenship) domains. The headline academic data is of course reflected in the results of our Year 12 students who, in 2017, finished 12 or more years of primary and secondary education.

In 2017, both collectively and individually our Year 12 students achieved outstanding results while completing the Western Australian Certificate of Education (WACE) and once again Melville SHS received endorsement as an outstanding public school. We received this recognition for:

- 96% WACE achievement (the like public school average was 93%) - under the new measures that includes OLNA
- 99% Attainment; 100% Certificate 2 or 3 completion
- top 20 (18th) ranking for a public school based on Median ATAR (83.25 for TISC applicants) and for one student achieving an ATAR of 99+ (the so called "99 Club")
- One student receiving a Subject Exhibition for achieving the highest examination mark in an ATAR course
- Four students receiving a Subject Certificate of Excellence for achieving in the top 0.5% of students in an ATAR course
- 12 students receiving a School Curriculum and Standards Authority (SCSA) Certificate of Distinction and 21 a SCSA Certificate of Merit Award.
- 12 students scored an ATAR over 95 gaining entry into the Melville 95 Club
- 51% of our students receive an ATAR of 80+ i.e. in the top 20% of the state.

These results show us that Melville SHS is routinely able to graduate our students with a WACE and that these same students are well set up for entry into university, TAFE or the work place. This is something that we believe we can be proud of as a school community, not only because it tells us that we are doing a great job with our students academically but it also suggests to us that Melville SHS is a worthy school of choice for our local and wider community.

## YEAR 12 ATAR HIGH ACHIEVERS

### Subject Exhibition

Health Studies:  
Chiara Fluri

### Certificate Of Excellence

Mathematics Methods:  
Mikael Setiaputra  
Physics:  
Mikael Setiaputra  
Health Studies:  
Alyssa Davies  
Chiara Fluri  
Adriana Gonzalez  
Amberley Evans

### Melville SHS 99 Club

Mikael Setiaputra (99.75)

### Melville SHS 95 Club

Mahmoud Abumarzouq (98.95)  
Amber Nguyen (98.55)  
Ashley Wilson (97.95)  
Godfrey Huen (97.80)  
Josh Bluntschli (97.50)  
Alyssa Davies (97.10)  
Yixiao Zhan (96.75)  
Bariq Harb (96.50)  
Gemma Richardson (96.30)  
Damian Gregory (96.00)  
Ben Hopkinson (95.30)  
Madlin Herold (95.15)

### Certificate Of Distinction

Mahmoud Abumarzouq  
Joshua Bluntschli  
Tammy Chow  
Amberley Evans  
Damian Gregory  
Madlin Herold  
Ben Hopkinson  
Godfrey Huen  
Mandy Lai  
Matthew Murphy  
Gemma Richardson  
Louis Richardson

### Certificate Of Merit

James Morgan Calvert  
Alyssa Davies  
Hannan Dempsey  
Claire Domasz  
Noran Elwafai  
Megan Everitt  
Not For Publication  
Adriana Gonzalez  
James Hall  
Bariq Harb  
Jordan Lukan  
Scott Morgan  
Dario Osti  
Mikael Setiaputra  
Sophia Sunthang  
Morgan Ure  
Isabella Wendt  
Ashley Wilson  
Emily Wood  
Georgia Woodall  
Mathilde Wurm

### Special Awards

|   |                   |
|---|-------------------|
| Sam Hurst Memorial for Best Sportsman               | Terence Kelly     |
| Sam Hurst Memorial for Best Sportswoman             | Waverley Burling  |
| Male Sports Person of the Year                      | James Gallagher   |
| Female Sports Person of the Year                    | Megan Hooper      |
| P & C Citizenship Award                             | Isha Sai          |
| Caltex All-rounder Award                            | James Calvert     |
| ADF Long Tan Leadership and Teamwork Cultural Award | Madlin Herold     |
| Murdoch University Gifted and Talented:             | Hannan Dempsey    |
| - Academic Excellence Award                         | Mikael Setiaputra |
| - Ambassador Award                                  | Amberley Evans    |
| Curtin University Principal's Recommend.            | Godfrey Huen      |
| - Personal Excellence Award                         | Huey Ee Chow      |
| Edith Cowan University Scholarship                  | Dario Osti        |

**Dux VET**

**Tyree Douglass**

**Dux ATAR**

**Mikael Setiaputra**



Further to this excellent Year 12 achievement data, our Year 7 and 9 students, in national and state-wide standardised testing exceeded state, 'like' socio-economic schools and Australia-wide achievement averages in NAPLAN testing in literacy and numeracy. Indeed Year 9 Melville students were ranked as the twelfth best performing public school in the state based on their NAPLAN results. More importantly of course, our students also showed significant improvement in performance from Years 7 to 9.

Students' cultural engagement was exemplified through the vibrant, high-quality, extensive and very successful Melville Arts and Technologies program. Throughout 2017, Arts and Technology students were involved in an Artist in Residence program, multiple exhibitions, performances or competitions outlined in the Highlights sections of this report. The Board would like to particularly acknowledge the significance of having yet another student selected to exhibit their work in the 2017 Year 12 Perspectives, which is reserved for the most talented artists in the 2017 ATAR exams. This, along with the Arts and Technology Showcase (where almost every student in the school had work on display) and the ongoing achievements of the Swing Band, the Intermediate Concert Band, the Senior Concert Band, the Classical Guitar Ensemble and the Vocal Ensemble, make our Arts and Technologies program truly world class.

In terms of sporting successes, our athletics team (in their fourth year in the A Division), placed second and won the Meritorious Shield for the fourth year in a row, scoring the highest number of points as a ratio of student population size. This placement ranks Melville SHS as the second best Athletics public school in the state! Our other major inter-school sporting event was swimming and in 2017 our team came second in the B Division, thus earning promotion to the A Division and making us the eighth best swim school in the state. Overall, Melville SHS was ranked as the sixth best performing school in the state based on the McMahon Shield competition, which ranks schools on the amount of sports entered and the success in those sports.

Our other sporting teams, including netball, basketball, soccer, AFL, touch rugby, cricket and volleyball, all proved competitive and had considerable success winning through to championships at various levels within their respective codes. We continued our success in senior girls and boys volleyball, winning in three divisions in 2017 and our senior boys netball team were named the

State High School Cup Champions, comfortably winning the grand final for the second year running. In addition to school based achievements we were also proud of the numerous individual student accomplishments throughout 2017 at local, state and in the case of a number of students, the national level. These many successes illustrate not only the breadth and depth of sporting talent but they also illustrate that our co-curricular sports program is paying dividends in terms of student achievement as well as engagement.

Many of our students are involved in community service, both at school and externally. Perhaps the strongest demonstration of this commitment in 2017 was through the Student Council, who raised funds across the school for a variety of worthy causes, including planning for our fourth World Challenge Expedition in 2018. This said, we are also delighted to acknowledge the many individual students (and indeed staff) who displayed their sense of justice, humanity and civic responsibility through fund raising activities in and out of school time. More specifically, our signature Emergency Services Cadet Unit trained hard at school and in the field in order to represent Melville at ANZAC and Remembrance Day commemoration. They also provided much needed support to local SES units and for school based events, where they always presented as proud ambassadors of our school.

In addition to the ongoing provision of academic and non-academic programs throughout the year, 2017 was the third year of Year 7s in high school, which saw us with a semester 1 enrolment of around 1,414 students for the second year in a row. The Year 7 students have adapted well to secondary schooling and have continued to contribute to our excellent achievements in the academic, sporting, cultural and citizenship domains.

Melville SHS continued the adaptation of classrooms to better suit twenty-first century pedagogy with nine more general purpose rooms and a seminar room/office being renovated to enhance teaching and learning. This sees the completion of this five year project that we believe has done a lot to enhance the pedagogy, not to mention the appearance of our school. The year also saw the completion of a new and expanded Student Services Centre, better able to cater for the growing number of students and staff involved in our pastoral care programs and further aligning us with the Department of Education's High Performance High Care priority.

## OTHER ACADEMIC HIGHLIGHTS

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

In closing, we note that our success as a school is greatly enhanced by a supportive School Board and a motivated, caring and talented staff. The Board would like to acknowledge and thank our teachers for the professionalism with which they approach this most challenging and rewarding of roles. The quality of teaching and non-teaching staff and the links with our students, parents and wider community at Melville SHS were exemplified by being named, for the second time in as many years, as one of four finalists in the WA Education Awards as Secondary School of the Year in 2017.

As a school, we embrace a culture of continual improvement and we look forward to 2018 being another highly successful year. If you would like further or more detailed information on school performance please don't hesitate to contact the relevant members of the school Executive Team.

Kind regards,

Phillip White AM, RFD, BA, Grad Dip Ed, MEd (Man), psc  
**Principal**

Paul Richards, BAPPSc, Grad Dip (Org Psych), MBA  
**School Board Chair**

### Teachers

- Mr Josh Barker was winner of Peoples Pick - WA Teacher of the Year Award
- Ms Kristy McKay is a finalist in the WA Beginning Teacher of the Year Award
- Mr Guy Stapleton from the Science Department was one of 13 teachers to receive a NEITA National Excellence in Teaching Award Gifted and Talented
- Mr Phil White, was selected as one of 20 high performing principals from across WA to attend a seven day educational leadership seminar at Harvard

### English

- Year 9 Gifted and Talented group were Book in a Day Finalists
- Year 7 Gifted and Talented students won Australia-wide Word Mania
- Year 7 student Alexander Wong was Word Mania champion word builder
- Year 8 Gifted and Talented students received third place in Word Mania
- Year 7 student Pia Holt-Owen and Year 11 Mina Wallis had Haiku poetry accepted into the Shorelines Writing Competition
- Debating

### Maths

- Have Sum Fun Competition
- ACM Australian Mathematics Competition
- Year 7, 8 and 9 Gifted and Talented and Academic Extension students competed in the Secondary NUMERO competition
- The Year 8 Gifted and Talented students trialled the Hegarty Maths program. The class has clocked up 95.7 hours completing 8204 maths questions outside of class.

### Science

- Year 8 AEC class construct a Farmbot robot in the Science garden.
- RoboCup Junior WA competition
- The school Adopted a whale shark, "The Melville Flyer II"

### HASS

- Dolphin Watch
- Politics and Law mock trials at the Supreme Court of WA

### Aviation

- Year 11 student Stuart Archibald went solo
- Year 12 student Scott Morgan completes Aviation syllabus four weeks early with an Aviation Course score of 93% and was the first student to gain his Private Pilot's License along with his Aerobatic, Tail Wheel and Multi-Engine ratings
- Jordan Dimeski successfully passed his Recreational Pilot License (RPL)

### Other

- Year 7 and 9 NAPLAN Results students have collectively exceeded state, national and like school averages
- Melville SHS was a 2017 WA Secondary School of the Year Finalist

# WHOLE SCHOOL REPORT YEARS 7 TO 10

This section of the School report addresses Business Plan Priority 1: Academic Achievement in general and Foci 1.1 (Literacy and Numeracy); 1.2 (Teacher Judgment Data); 1.4 (Pedagogical Change); 1.5 (Student Study Skills) in particular. It also addresses Foci 2.5 (Specialist Programs); 3.1 (Implementation of the Western Australian Curriculum); 3.2 (Sustaining Year 7s into High School) and 3.3 (Effective Uptake of ICT Among Staff and Students).

## National Assessment Program Literacy and Numeracy (NAPLAN) (Business Plan Targets 1.1.1 - 1.1.5)

NAPLAN assesses students in all Australian schools in Years 3, 5, 7 and 9. Scores provided in the tables below compare the mean achievement of Melville students with DoE, like schools and Australian schools. As can be seen Melville had a higher mean achievement rate in each test area when compared to DoE, like schools and Australian schools in both Years 7 and 9 in all NAPLAN test areas achieving Target 1.1.1 for both achievement and progress.

Summary of School Year 7 NAPLAN Results Compared to Australian, State and Like School Mean:

|                          | Reading    | Writing    | Spelling   | Grammar & Punctuation | Numeracy   |
|--------------------------|------------|------------|------------|-----------------------|------------|
| Australian School Mean   | 545        | 513        | 550        | 542                   | 554        |
| State Mean               | 539        | 509        | 547        | 537                   | 543        |
| <b>Melville SHS Mean</b> | <b>548</b> | <b>530</b> | <b>566</b> | <b>549</b>            | <b>575</b> |
| Like School Mean         | 548        | 517        | 553        | 547                   | 561        |

Summary of School Year 9 NAPLAN Results Compared to Australian, State and Like School Mean:

|                          | Reading    | Writing    | Spelling   | Grammar & Punctuation | Numeracy   |
|--------------------------|------------|------------|------------|-----------------------|------------|
| Australian School Mean   | 581        | 552        | 582        | 574                   | 592        |
| State Mean               | 583        | 556        | 583        | 572                   | 595        |
| <b>Melville SHS Mean</b> | <b>594</b> | <b>568</b> | <b>602</b> | <b>593</b>            | <b>612</b> |
| Like School Mean         | 590        | 558        | 588        | 580                   | 588        |

Scores provided in NAPLAN are an indication of student achievement and are also expressed in band levels, with the higher the band the higher the achievement level. It should be noted at this point that due to the relatively

short time Year 7 students spend in High School before taking the NAPLAN test, their results are not considered in determining target achievement unless explicitly stated in the target wording. The percentage of students achieving at or below the minimum national standard (Band 1 to 5 for Year 7 and Band 1 to 6 for Year 9) at Melville SHS in NAPLAN 9 (see graphs below) was lower than DoE schools and equal to or lower than Like schools in two of the three Year 9 test areas (Reading and Writing) therefore achieving Target 1.1.2.

Melville also had a higher percentage of students in Year 9 achieving at band 8, 9 and 10 when compared to Like and DoE schools which provides evidence that target 1.1.4 has also been achieved. At Melville we are highly committed



to improving literacy and numeracy results for students and we provide support programs to meet the individual needs of different groups of students across the school (achieving Targets 1.1.3 and 1.1.4) through:

1. Explicit teaching of literacy and numeracy skills in English and Mathematics
2. Small-group intervention and
3. Individual student tuition

During 2017 the program of individual and small group tuition using the Literacy and Numeracy Team was expanded to include Year 9 students with the aim of increasing the number of students achieving a NAPLAN Band 8 (achieving Target 1.1.4). It is recommended that in 2018 further support is needed for Year 7 and 9 students at risk of achieving below the benchmark and of achieving at or above a Band 8 in NAPLAN - especially in writing, which across the national and state has become the weakest of all NAPLAN test areas.

Our dedicated English and Mathematics teachers as well as our Literacy and Numeracy support team implement a range of strategies to maximize student achievement outcomes. These strategies are also evident through the work of the Literacy and Numeracy committees and the successful whole school initiatives that have been implemented by these two groups (achieving Target 1.1.7). Some of these strategies have included:

- Identifying and targeting students below literacy and numeracy benchmarks
- Using diagnostic data (from prior tests) to identify individual strengths and weaknesses in student knowledge and understandings
- Development of personalised literacy programs for students to improve performance in the test areas required
- Extending higher performing students through the school's Gifted and Talented and Academic Extension programs
- Starting early test preparation in Year 7 and continuing through 8 to 10
- Learning areas continuing to implement whole-school literacy strategies, which continue to be emphasised across the whole school and
- Baseline testing (by the Literacy Committee) to assess student writing strategies with the intent of delivering refined strategies across the school throughout 2017 before post-testing to measure the success of these strategies.

The results obtained from NAPLAN testing in Year 9 form the basis for developing and implementing improvement strategies in the Online Literacy and Numeracy Assessments (OLNA) which needs to be taken by students across Years 10 to 12 until they pass in the three test areas of Reading, Writing and Numeracy. Not

## ARTS HIGHLIGHTS

### Perspectives:

- Year 12 students Hannan Dempsey, Theresa Tedeschi and Ropati Murray had AGWA Perspective entries.
- Year 12 students Hannan Dempsey, Theresa Tedeschi and Ropati Murray had Southern Perspective entries.

### Young Originals exhibitors:

- Year 12 student Theresa Tedeschi
- Year 7 GDM Class Animation finalist

### Atwell Art Awards:

- Year 9 student Lino Print Group won Commendation Prize
- Year 8 Fashion students Caitlin Hioe and Naila Fadianisa won Commendation Prize
- Year 9 group entry won Commendation Prize
- Year 9 student Clair Babich awarded an art prize
- Year 8 Stevie Morley Wong short-listed for his dry point etching

### St George's Art Awards:

- Year 11s Eliza Lock and Edie Duffy exhibited
- Year 12 Theresa Tedeschi received a Highly Commended Award

### Whole school Whale shark activities:

- Year 8 Ceramics and Sculpture class
- Year 10 Fashion and Interior Design class

### Electronic Vehicle Challenge Team:

- Winner A Class Electronic Vehicle Challenge
- Winner ECU Design Award Electronic Vehicle Challenge
- Winner Top Junior School Team Electronic Vehicle Challenge
- Year 12 student Campbell Marley came first in the race
- Best Car, Best Dressed Team and First place in the Engineering Award

### Music in Focus IMSS Festivals:

- Senior Concert Band received a Merit
- Junior Classical Guitar Ensemble received an Excellent
- Senior Classical Guitar Ensemble received an Outstanding
- Swing Band received a Merit and Front Line Certificate of Excellence
- Intermediate Concert Band received an Excellent
- Senior Rock Band received an Excellent

### Other:

- Year 12 student John Taylor and Year 8 Stevie Morley Wong chosen in Shaun Tan Award
- Year 12 students Aidan Macliver, Kimberley Leavy, Lily Hutchinson, John Taylor and Theresa Tedeschi accepted into City of Melville Art Awards Visual Arts section
- Year 10 Tahlua Tawhai, Grace Taplin, Pham Trinh, Thuy Van, Karri Leavy and Ruchida Saenmuang accepted into City of Melville Art Awards - Drawing and painting
- Year 9 Samuel Brunet de Rochebrune was a finalist in ABC Schools PhotoVoice Competition
- Year 9 Ben Hollingsworth was a finalist in the 25under25 City of Fremantle Art Award

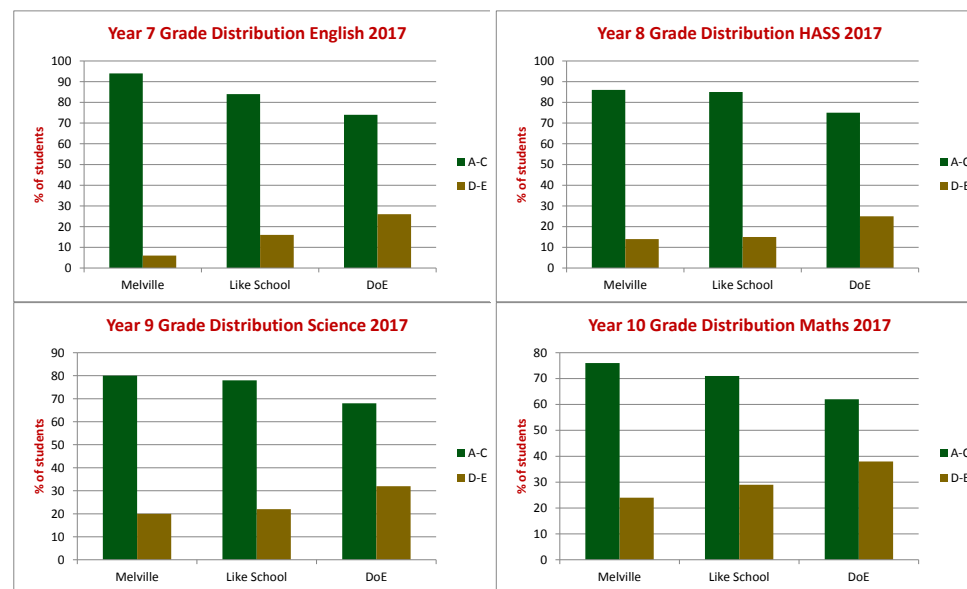
surprisingly, the data (see following) shows an increasing number of students gaining OLNA qualification from Years 10 to 12 (Target 1.1.5). This provides the school and its community with direct evidence that the strategies implemented through explicit classroom teaching strategies, small-group intervention and individual tuition have been successful in helping students pass the OLNA.

As a result of implementing these strategies, while 40.8% of our Year 12s pre-qualified for OLNA when they were in Year 9, by the end of Year 12, 96.3% were qualified (compared with an average of 93.3% in like schools and 91% state schools - achieving target 1.1.5). The development and implementation of the Whole-school Operational Plan 2018 - 2020, Learning Areas Operational Plans, the Whole-school Literacy Plan and the continued work of the Literacy and Numeracy Committees and Literacy and Numeracy Support Teams, will ensure that whole-school literacy strategies and targeted literacy support for students continues in 2018 and beyond. The School Executive Team, along with Heads of Learning Area and individual teaching staff will continue to closely track the progress of student performance in NAPLAN 7 and 9, extending this to OLNA for Years 10 to 12 (Target 1.1.5) to support the achievement of relevant targets in Business Plan 2018 - 2020.

### Teacher Judgment Data (Business Plan Targets 1.2.1 - 1.2.2) and Student Study Skills (Target 1.5.1)

A student who receives a C grade is deemed to meet the standards typical of students in their year group, whereas students achieving an A or B grade are performing above or well above expected standards. These grades are awarded by teachers based on their judgement of student performance set against mandated assessment guidelines provided by School Curriculum and Standards Authority (SCSA). During 2017, school performance in Years 7 to 10 showed that students out-performed state (DoE) and in the majority of cases, was in line with or better than 'Like' schools. More specifically a higher proportion of Melville SHS students attained an A, B or C grade and fewer students received D or E grades across Years 7 to 10 than DoE or 'Like' school therefore achieving Target 1.2.1 and Target 1.2.2 (see the following sample graphs). In order to maintain or improve on these good results in 2018 it is recommended that:

1. Formalised homework classes continue for all middle school year groups
2. Heads of Learning Area work with like schools in ensuring comparability and moderation and
3. Individual and small group tuition for identified students continue across Years 7 to 12.



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

1. Appropriate placement of Student at Educational Risk and
2. That the review of student placement occurs on a regular (at least per semester) basis.

Enhanced by the use of formalised exams the overall results achieved across Years 7 to 10 are a clear sign that our students are generally well prepared for Senior School by the time they finish Year 10. That said it is recommended that:

1. Each learning area continue to focus on pedagogical strategies that increase the number of students achieving A-C grades in Years 7 to 10 and
2. That 'at risk' students are identified, monitored and actively supported as required.

This particularly applies to groups identified in the Business Plan such as ATSI, ESL and G&T but also applies to students with learning disabilities.



In 2016 it was recommended that the Senior School preparation strategies implemented in Year 10 throughout 2016, be further refined. The implementation of a whole-school study skills program, (achieving Target 1.5.1) through the use of the externally provided Elevate program, continued in 2017 and had a direct impact on building the capacity of students to perform successfully in classroom-based assessments by providing the skills and scaffolds considered necessary for strong performance in senior school pathways. It is recommended that in 2018 a review of the strategies and their success be quantified through the collection of student survey results as well as longitudinal tracking of senior school performance of the year groups that have taken part in the Elevate study skills program.

### **Pedagogical Change (Business Plan Targets 1.4.1 - 1.4.3)**

During 2017, the school continued a targeted approach to improving pedagogy, particularly focusing on a program of Engagement and Instructional Strategies (achieving Target 1.4.1). Staff continued to be trained in Instructional Strategies and this was expanded with a large scale “shoulder to shoulder” professional learning program in the area of ICT use in the classroom. The school engaged ‘NEXT Learning’ to provide individualised Professional Learning Plans for staff on the use of ICT in the classroom. Once staff were trained, they then facilitated professional learning for other staff in the strategies they had learnt in a process called ‘rapid share’. By the conclusion of 2017, 32 staff were provided with this professional learning, which will increase the effective up-take of ICT use in the classroom amongst teachers and promote student engagement outcomes across the school. As outlined in the Melville SHS Teaching and Learning Framework, the ongoing integration of ICT based and cooperative learning instructional strategies by all teachers will continue to be a key focus in 2018, to maximise the engagement and achievement outcomes of every student at Melville.

In 2017, the school continued training staff to become self-sufficient in the delivery of Classroom Management and Instructional Strategies (achieving Target 1.4.3) and become qualified Conference Accredited Trainers. This training was completed by two staff members (in addition to the one staff member in 2016), who are now able to begin delivering the professional learning required for all staff at Melville. By the conclusion of 2018 Melville will have an additional three Conference Accredited Trainers, taking the total number to six. It is recommended that the training of staff in Classroom Management and Instructional Strategies continues to take place with selected staff who have

not completed any of the instructional strategies professional learning to date. To maintain this focus, it is a further recommendation that refresher courses occur with currently trained staff throughout the 2018 school year.

In 2017, Classroom Observation continued as a focus and was further expanded to be included in formal performance management plans for all staff. Line managers observed staff and provided formal feedback. This process was also supported by the already well-established practice of “peer to peer” observation and self-reflection through the use of *Swivls* (robots that swivel an iPad intelligently to capture video as the speaker moves) and other recording devices. Melville SHS was recognised as a leading school in the area of classroom observation (achieving Target 1.4.2), and during 2017 became a host/demonstration school for the Institute of Professional Learning Classroom Observation courses. It is recommended that the classroom observation models continue to be embedded into the daily practice of all teaching staff in 2018 and linked directly to a target in Business Plan 2018 - 2020.

### **Managing Curriculum Change (Business Plan Targets 3.1.1 and 3.2.1)**

Curriculum change is continuing across schools as the Western Australian Curriculum (encompassing the Australian Curriculum Phases 1, 2 and 3) continues to be implemented (achieving Target 3.1.1). During 2017, Melville SHS had the second group of senior school students complete the new WACE. The results (outlined in the senior school section of this annual report) show that this change was managed successfully. The new curriculum across Years 7 to 10 in the areas of HPE, HASS and the Arts has been successfully implemented and reported on in accordance with the time-line mandated by SCSA. The Arts and Technology learning area have implemented and reported on the new WA curriculum throughout 2017 (ahead of the 2018 mandated time-line), while the Languages department have until 2022 to complete full-implementation. Throughout 2017, the school’s Curriculum Committee met on a fortnightly basis to examine in detail curriculum, assessment and reporting and to share strategies and practice for driving curriculum improvements. It is recommended that the Curriculum Committee continue to meet on a fortnightly basis in 2018.

Further to this work at the school level, Melville SHS continued to be part of the Rivers Network (made up of eight local primary and one other secondary school) coordinating shared moderation tasks between Years 6 to 8. Melville continues to take on the role as the lead school in successful moderation tasks and Connect groups for these year groups. These Connect communities share

teaching resources and assessment strategies across all the schools to build an extended professional network of teachers dedicated to improving teaching and learning outcomes for students.

In reviewing the progress of Year 7 students into the secondary school setting (achieving Target 3.2.1), Melville SHS continued its transition program which commenced in 2014. The school provided further activities for the Year 7s during break times. The two hour home room program was discontinued in 2017 and replaced with a common one hour session (period 25) which was used to provide a whole school approach to a range of school priorities such as digital literacy and pastoral care based activities. It is recommended that this program be further refined in 2018.

### **Information Communication Technology (Business Plan Target 3.3.1)**

Information Communication Technology (ICT) has continued to grow at Melville SHS with all students now part of the "Bring Your Own Device" program (BYOD). Following the allocation of funds for the wireless infill project, replacement and upgrades to the school server, the "speed and connectivity" for devices has continued to improve in 2017. As outlined in the Pedagogical Change section of this report, Melville contracted NEXT Learning during 2016 and 2017 to provide a shoulder-to-shoulder individualised professional learning program for six teachers per term. This has enhanced the skills and knowledge of a large body of staff across the school with teachers continuing to share their newly acquired ICT instructional skills with one another. As said this has seen an increase in capacity amongst staff to integrate ICT into their teaching and learning activities. Staff continue to use the 3D printers and coding resources purchased in 2016 and this technology has supported student learning and engagement in the Specialist Programs, and mainstream Science, Arts and Technologies classes.

Melville continued using Connect (a web-based software package provided by the DoE), which has enabled students and their parents all-hours access to course outlines and assessment programs, as well as student marks and grades. It has developed a standardised approach across the school to assist parents to find and access course and assessment outlines and relevant learning resources and enabled parents to become more actively engaged in their child's learning. It is recommended that the uptake of Connect amongst new and existing parents continues to be a focus at Melville and that new parents are provided with the opportunity to attend an information evening in early term 1, 2018 to

educate them on the effective use of Connect. As a highly progressive school and following the increasing number of parents accessing Connect, Melville trialled the distribution of student reports via Connect in 2017. This proved to be a successful trial with over 90% of parents accessing their child's report on-line within a 24 hour period. It is recommended that the school distributes all reports to parents via Connect in 2018. As can be seen throughout 2017 there is ample evidence that there has been widespread uptake of ICT among staff, students and parents and we believe we are achieving Target 3.3.1.

### **Specialist Programs (Business Plan Target 2.5.1)**

Melville SHS continues to offer students an array of pathways in the middle school years. We have continued our four state-wide accredited specialist programs specifically a Gifted and Talented Academic Education Program (G&T), Aviation Studies, Graphic Design Media and Netball (achieving Target 2.5.1). Each of these programs provides students with the opportunity to extend their special interest into their school curriculum and/or to accelerate their learning based on a particular academic aptitude. Throughout 2017, the popularity of these programs continued, with entry testing seeing in excess of 350 candidates testing for entry. The specialist program Teachers in Charge worked together in 2017 to develop a common Good Standing policy, for the purpose of further improving the standard of communication received by parents. The Aviation, Music and Graphic Design Media programs continued to be supported by strong and active parent support groups. Each of these groups were involved in developing the Good Standing policy while also providing supplementary funding support. This funding has enriched the programs and learning experiences offered to students at Melville and has been very much appreciated by the school.

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

Throughout their five years at Melville SHS, Gifted and Talented students have been provided with an array of extension courses, competitions and accelerated curriculum initiatives, which has them well placed to succeed in their chosen school or university courses. In 2017 our tenth class of Gifted and Talented students graduated successfully from the school achieving a median ATAR of 84.4 and with students offered entry to a range of universities of their choice including Melbourne University, the Australian National University, the University of Western Australia, Murdoch University and Curtin University.

## SPORTING HIGHLIGHTS

Of the 2017 graduating cohort (27 G&T students), one student received an ATAR of 99.75 (placing him in the top 0.2% in the state) and another six G&T students achieved an ATAR of between 95 and 98.9 gaining entry into the prestigious Melville SHS '95 Club'. Two students received a SCSA Subject Certificate of Excellence (for achieving in the top 0.5% of students in an ATAR exam state-wide) with another eight (from 12) receiving a SCSA Certificate of Distinction and 14 (from 21) achieving a Certificate of Merit for receiving 190–200 or 150–189 points respectively across 20 units of study in Years 11 and 12. Of the 27 students in the 2017 cohort, 17 (77%) achieved ATAR scores that gave them their first preference into university with the remainder achieving a Certificate II or higher having chosen to study at TAFE rather than university.

Due to the increasing number of students in the G&T Program, the school has employed two G&T Coordinators since 2016 to maximize the support, guidance and enrichment offered to each student. The two G&T Program Coordinators have their duties divided between middle school and senior school and it is recommended that this structure continue in 2018.

Staff training for the Years 7 to 10 G&T Academic Select program included 10 staff trained in specific Gifted Education Research and Resource Centre (GERRIC) modules, one employed as a literacy specialist, one involved with research into best practice in teaching Economics, one completed their Masters in Literacy, another was awarded their Level 3 Classroom Teacher accreditation and five were trained as part of the school's ICT strategy with one-to-one ICT Professional Learning. In 2018, it is recommended that

1. New G&T teaching staff undertake the GERRIC training to continue to build the knowledge and skills of staff to teach and maximize the performance of the students in the G&T program at Melville.
2. The two G&T Coordinators apply the use of longitudinal tracking to better monitor the progress of all G&T students in the program across Years 7 to 12.
3. The graduating G&T students should be surveyed on the teachers' use of successful strategies to improve teaching and learning and that a more robust data base of their destinations be established.
4. Finally it is recommended that greater recognition be given to G&T students with: (a) an Awards Dinner, where achievements will be celebrated and acknowledged from Years 7 through to 12; and (b) the creation of a specific target associated with the Gifted and Talented Program in the 2018–20 Business Plan.

Melville SHS was the sixth best state school in inter-school sport in the McMahon Shield (out of roughly 100) as a result of the outstanding performances outlined below.

### Athletics

- A Division third place
- A Division Meritorious Award for the fourth year in a row
- Year 9 student Stefanie Porwell was Kerr-Smith Athlete of the Meet
- Year 11 student Basil Thomas was James Gallagher Athlete of the Meet

### Swimming

- B Division second Place and automatic entry to the A Division in 2018
- Year 9 Sean Beck Swimmer of the Meet
- Year 8 Amelie Prinsloo Swimmer of the Meet
- Year 8 Amelie Prinsloo Champion Girl
- Year 9 Natasha Jorgensen Runner Up Champion Girl
- Year 9 Sean Beck Champion Boy
- Year 11 Tamila Andreeva Runner Up Champion Girl
- Year 12 Ben Hopkinson Champion Boy

### Inter-school Cross Country

- Year 8 Amelie Prinsloo Girls 13 Years 12th out of 252 competitors
- Year 9 Pilot Anzo Boys 14 Years 16th out of 151 competitors

### Volleyball

- B Division Senior Girls Volleyball Champions
- C Division Senior Girls Volleyball Champions
- B Division Senior Boys Volleyball Champions

### Lightning Carnivals

- Year 7 Boys AFL winners
- Year 10 Boys Soccer winners
- Year 9 Boys Basketball teams winners

### Other

- Senior Boys Basketball Team made Finals
- Senior Boys Netball Team High School Cup State Champions
- Year 4 and 5 Primary School Netball Carnival

### Australian Representation

- Year 12 Pricilla Kelly and Jeneta Kelly Night represented Hoops Basketball Team in Singapore
- Year 9 Celeste Johns selected in Synchronized Swim team Portugal
- Year 9 Sam McCullough finished in the top five of all three events at the Vancouver Stand Up Paddle Board Challenge series Canada

### School Sports WA

- Year 7 student Jared Filmer selected in the AFL 12s team Darwin

## WHOLE SCHOOL REPORT YEARS 11 AND 12

The Senior School report addresses Business Plan Priority 1: Academic Achievement in general, targets 1.1.5 (OLNA) and 1.1.6 (English Language Competence), Foci 1.3: WACE Achievement in general and targets 1.3.1 (WACE Completion), 1.3.2 (Median ATAR), 1.3.3 (Attainment Rate) and 1.3.4 (Certificates of Distinction and Merit) in particular.

### Western Australian Certificate of Education (WACE) Completion Rate (Target 1.3.1)

With changes to the way WACE (or Graduation) is determined coming into effect in 2016, it was anticipated that there would be a decline in the school's graduation rate. These changes included the requirement for students to demonstrate achievement of Literacy and Numeracy Standards through either achieving a Band 8 or better in NAPLAN 9 or via the Online Literacy and Numeracy Assessments (OLNA). All but seven students met the requirements under the new WACE.

With this in mind, the 2017 Melville SHS Graduation (WACE completion) rate of 96% was slightly higher than 2016 (95.2%) and well above the state average of 88% and our like school average of 93% (achieving Target 1.3.1). To continue improving on our WACE completion rate in 2018 it is recommended that:

1. English and Maths staff retain the primary responsibility for explicitly preparing students in their classes who need to pass the literacy and/or numeracy component of the OLNA exam
2. The school continue to place Year 11 and 12 students who still need to pass the OLNA numeracy into a General Maths class for the explicit purpose of OLNA preparation and
3. The school reviews and refines the individual, small group and collective tuition model (the Literacy and Numeracy Testing Support Team) that has been developed to work with students identified as 'at risk' of not gaining WACE due to OLNA requirements with a focus on 'at risk' Year 12 students.

To achieve WACE a student must also satisfy English Language Competence which is based on achieving an A, B or C grade in their Year 12 English course work and attaining a final scaled score of 50 in their English, English Literature or EALD exam. For the first time in memory one student failed to achieve this important benchmark when they inadvertently missed their EALD exam, which was not held at Melville SHS. Accordingly 99.5% of Melville students achieved

their English Language Competence falling 0.5% short of the 100% target set out in Target 1.1.6. Given the changing nature of WACE achievement and the impossibility of managing every variable in a student's life it is recommended that the equivalent target in the 2018-20 Business Plan (1.1.6) be modified to read "In WACE the percentage of students who attain their English Language Competency will be better than the state average and reflect student NAPLAN 9 achievement.

### WACE Achievement 2013 - 2017

| Year | Eligible Year 12 Students | Percentage Achieving WACE |
|------|---------------------------|---------------------------|
| 2013 | 163                       | 100%                      |
| 2014 | 85                        | 100%                      |
| 2015 | 155                       | 100%                      |
| 2016 | 147                       | 95.2%                     |
| 2017 | 186                       | 96%                       |

### Tertiary Entrance and Median ATAR (Target 1.3.2)

Of 178 Year 12 students, 93 students (50%) took part in the Western Australian Certificate of Education (WACE) ATAR exams and the students who applied for tertiary entrance from this group had a median Australian Tertiary Aggregate Rank (ATAR) of 83.45 (see next table). Altogether 64 (68%) of our students applying for University Entrance received an ATAR of 70+ which is considered high enough to get into university by direct or "front door" entry. The 2017 Melville SHS Year 12 students achieved a median ATAR of 83.45 which exceeded the median ATAR average of both state (78.45) and like (80.15) schools satisfying the requirements of Target 1.3.2.

### Median Australian Tertiary Admissions Rank for TISC Applicants 2013 - 2017

| Year | School | Like School | State |
|------|--------|-------------|-------|
| 2013 | 78.7   | 69          | 75.3  |
| 2014 | 73.2   | 73.3        | 75.6  |
| 2015 | 78.7   | 76          | 76.3  |
| 2016 | 80.55  | 77.8        | 78.2  |
| 2017 | 83.45  | 80.15       | 78.45 |

## CULTURAL HIGHLIGHTS

So called 'front door' entrance into university not only requires the appropriate ATAR score but it also requires students to satisfy the conditions for achieving a WACE (see earlier) and for a student to achieve a scaled score of greater than 50 in their ATAR English, Literature or EALD exam. In 2017, despite being identified in the last three annual reports as a foci area, 29 (38%) of ATAR students did not achieve a scaled score greater than 50 in their English ATAR exam (up from 34% in 2016 and 25% in 2015). This figure is higher than it should be based on NAPLAN 9 performance and impacts on each student who fails when they need to pay for and pass yet another test to gain university entrance. While it is appreciated that each of the Year 12 teachers have worked very hard to address this situation over recent years, their efforts don't appear to have succeeded in rectifying this issue. Accordingly it is recommended that in 2017 the English learning area continue to work on:

1. Identifying student weaknesses from NAPLAN 9, OLN (if applicable) and past exam performance data
2. Explicitly embedding exam preparation strategies taught to all students in the whole school Elevate program into classroom practice
3. Implementing more effective moderation strategies
4. Ensuring that the Middle School English curriculum and Year 10 and 11 classes better prepared all students for Senior School exams
5. Explicit exam preparation seminars are offered for Years 11 and 12 students
6. An explicit target be included in the Business Plan 2018 - 20 in the Foci 1.1 or 1.3 area to address the need for improvement in student exam performance.

Overall the 2017 Year 12 students did extremely well in their ATAR exams:

- One student received an ATAR greater than 99 (top 1% of the state)
- 11 students (14%) received an ATAR greater than 95 (top 5% of the state)
- 30% of students received an ATAR in the 90s (i.e. in the top 10% of the state)
- 51% received an ATAR greater than 80 (i.e. in the top 20% of the state)
- 68% received an ATAR greater than 70 (i.e. in the top 30% of the state)
- 12 students (6.4%) received a state wide Certificate of Distinction (listed page 3)
- 21 students (11.3%) received a Certificate of Merit (listed page 3)

The total of 17.7% of students receiving a Certificate of Distinction or Merit satisfies target 1.3.4.

### Multi-Cultural

- Years 8 to 12 China tour during the April school holidays.
- Chinese Sister School Tour and reciprocal visit
- Harmony Week
- IEC AFL teams successful in taking out first place in both the boys and girls competition.
- Mrs Leunig and the IEC were nominated as a finalist in the Most Outstanding Multicultural Program category
- NAIDOC week

### Act-Belong-Commit

- The school is the first secondary senior high school in the state to become part of the Dolphin Watch team
- Year 9 Samuel Brunet de Rochebrune finalist for the People's Choice Award held during Health Week
- R U OK Day

### Community

- Year 11 student MinDee Chia's trip to Thailand with Melville Rotary Quiet Lion Tour
- Pirate Day Friday - the school raised \$1690 for Childhood Brain Cancer research
- The Biggest Morning Tea Cancer Council fundraiser made over \$800 including Year 8 bake sale and raffle
- Year 10 Fashion and Interior Design and Year 10 Woodwork students community event supported the Caralee Primary School fete



In addition to Certificates of Distinction or Merit one student, Chiara Fluri, received a School Curriculum and Standards Authority Subject Certificate of Excellence in Health Studies for getting the top mark in the state while another student (Mikael Setiaputra) in Physics and Mathematical Methods and three students (Alyssa Davies, Adrian Gonzalez and Chiara Fluri) in Health Studies received a Subject Certificate of Excellence for ranking in the top 0.5 of all candidates in the state. Mikael Setiaputra (school Academic Dux in 2017) received a maximum ATAR score of 99.75 gaining him entry into the state's exclusive "99 club". An additional 12 students (listed on page 3) achieved an ATAR greater than 95 and were therefore inducted into the Melville SHS 95 Club together with Mikael.

Two of the Year 12 ATAR courses at MSHS had the highest performing students across the state namely Health Studies and Applied Information Technology and students in Chemistry, Health Studies, Human Biology and Physics courses scored well above their expected state mean.

Finally 11 of our Year 12 courses had a WACE exam mark higher than the Department of Education state average: Health Studies, Chinese Background, Accounting and Finance, Chemistry, Politics and Law, Biology, Physics, Human Biology, Physical Education Studies, Mathematics Methods and Mathematics Applications.

While the school median ATAR of 83.25 for TISC applicants (81 for all applicants) meets the Business Plan target of 1.3.2 and the percentage of students achieving an ATAR score of 80+ (51%) is outstanding, the number of students (29 or 30%) receiving a scaled score of 75+ in one or more course is slightly lower than the previous year (see next table). It is therefore recommended for 2018 that the school:

1. Continue to develop strategies that assist students in gaining maximum ATAR scores by ensuring exam preparation strategies taught to all students in the whole school through the Elevate study skills program are embedded into the classroom practice of all learning areas
2. Continue to focus on individual goal setting for students and extend access to exam revision seminars into Year 11.

With this clear exam focus in mind it is anticipated that the school will continue to improve the ranking of 14th Best Public School in the state based on the TISC Median ATAR score.

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

| Year | Number acquiring an ATAR | Number achieving one or more scaled scores of 75+ | Percentage achieving one or more scaled scores of 75+ |
|------|--------------------------|---|---|
| 2013 | 67                       | 17  | 25%   |
| 2014 | 37                       | 5   | 14%   |
| 2015 | 95                       | 25  | 26%   |
| 2016 | 64                       | 28  | 44%   |
| 2017 | 93                       | 28  | 30%   |

### Attainment Rate (Target 1.3.3)

Attainment Rate is the measure of a graduating student's achievement of one or both of a 55+ ATAR (enough to get into university) or a Certificate II or higher (enough to get into TAFE or meaningful employment) and their WACE. Attainment rates are increasingly being seen as the benchmark standard for measuring whole school academic achievement in Year 12 at both the national and state level. In 2017 Melville achieved an outstanding attainment rate of 99% compared to the state average of 96% and the like school average of 97% (achieving Target 1.3.3).

### Vocational Education

In 2017 160 Year 12 students (72%) undertook Vocational Education and Training programs (VET) as stand-alone and inclusive programs, complementing their WACE Course studies. An outstanding 160 students (100%) of these completed a Certificate II or higher.

Year 12 Participation in ATAR and/or VET Courses:

| Year | Eligible Year 12 Students | Number acquiring an ATAR |     | VET number in a Cert II or higher |     | VET number completing a Cert II or higher |      |
|------|---------------------------|--------------------------|-----|-----------------------------------|-----|---|------|
| 2013 | 163                       | 67                       | 41% | 127                               | 78% | 126                                       | 99%  |
| 2014 | 85                        | 37                       | 44% | 65                                | 76% | 63  | 97%  |
| 2015 | 155                       | 95                       | 61% | 102                               | 66% | 101                                       | 99.4 |
| 2016 | 147                       | 64                       | 44% | 134                               | 88% | 134                                       | 100% |
| 2017 | 186                       | 93                       | 50% | 160                               | 72% | 160                                       | 100% |

## Retention

Student retention and progression rates reflect effective counselling of students into appropriate schooling and other training options as well as the growth of the school at non-traditional entry points. From 227 students enrolled in Year 10 in 2015, or who subsequently enrolled at Melville in 2016 or 2017 42 chose to leave school before they completed Year 12. Of these, 30 either successfully transitioned to a Vocational Education and Training placement in off-site locations or to other educational and/or training opportunities or moved schools, or moved interstate or overseas. However 12 (5%) left school without us knowing what they were doing. This data suggests that we are achieving our school vision (and indeed our 'purpose') of providing strong academic and vocational pathways for our Senior School students as they make the successful transition from late adolescence to early adulthood. Significantly the 2017 Years 11 and 12 retention rate of 84% shows a stabilised trend and supports the evidence shown elsewhere that we are increasingly realising our vision of becoming 'the school of choice for the local and wider community'. It is recommended for 2018 that Melville SHS implement strategies to track the small percentage of students who simply 'drop out', although it is noted that this is never easy to do.

## Summary of Year 12 Academic Successes in 2017

In 2017 the Year 12 students achieved outstanding success as a cohort and individually both in the ATAR and the VET areas of study. Collectively they achieved:

- One Subject Exhibition
- Five Subject Certificates of Excellence
- One student in the state's '99' Club
- 12 students in the school's '95' Club
- 15% in the top 5% ATAR scores in the state
- 30% in the top 10% ATAR scores in the state
- 51% in the top 20% ATAR scores in the state
- 96.3% OLN qualification rate (achieving Business Plan target 1.1.5)
- A 96% WACE graduation rate (achieving Business Plan target 1.3.1)
- A median ATAR for TISC applicants of 83.25 and for all student of 81 (achieving Business Plan target 1.3.2)
- A 99% Attainment rate (achieving Business Plan target 1.3.3)
- 100% VET Certificate Completion (contributing to achieving Business Plan target 1.3.3)
- 12 students received a School Curriculum and Standards Authority Certificate of Distinction (contributing to achieving Business Plan target 1.3.4)
- 21 students received a School Curriculum and Standards Authority Certificate of Merit (contributing to achieving Business Plan target 1.3.4).



## INTENSIVE ENGLISH CENTRE

The Intensive English Centre's focus and targets reflect those articulated in the Melville Senior High School's Business Plan around literacy and numeracy (Business Plan Foci 1.1). This shared vision is realised through quality curriculum delivery, adherence to student engagement strategies, support of staff in the work environment and curriculum management and implementation.

The IEC delivers a specialist 12 month English language program to eligible Phase 1 students who are in the early stages of English language acquisition - primarily those who are newly arrived in Western Australia. A number of these students remain at Melville and move into the mainstream program where many of them have achieved considerable success in ATAR courses. The Phase 2 program is delivered in mainstream classes and meets the curriculum requirements of secondary schooling, in conjunction with a continuation of ESL support for a further two years.

Student language progress during Phase 1 is assessed against the indicators articulated in the Western Australian EAL/D Progress Map. This progressive scale recognises that the time required for an ESL student to acquire full English competence can take up to seven years. The scale categorises student learning into four Levels: Beginning (Levels 1 & 2), Developing (Levels 3 & 4), Functional (Levels 5 & 6) and Competent (Levels 7 & 8).

In 2017 Transition (T) students were streamed into two exiting classes - T1 (highest English ability) and T2 (middle/lowest English ability). Some students in T2 have limited schooling and are therefore entitled to two years of English within the IEC. These students traditionally take the longest time to acquire language competence and are at highest academic risk. Students graduate every semester, once they have completed their time. In 2017, 30 students exited in Semester 1, and 22 students exited in Semester 2.

As can be seen from the accompanying table student achievement in 2017 was on par with expected achievement levels i.e. level 4 and above in all modes for the T1 class and levels 3 to 4 for the T2 class. Scaffolding student learning has been a high priority with specific focus being on phonemic and graphemic awareness, sentence and paragraph construction using the strategies advocated through the whole school literacy committee, using connectives, genre writing, developing comprehension skills from literal to inferential in both fiction and non-fiction texts.

IEC Result Summary Semester 1 and Semester 2 2017

| Area Assessed | Percentage of Students achieving level 4+ |            |
|---------------|---|------------|
|               | Semester 1                                | Semester 2 |
| Reading       | 67%                                       | 73%        |
| Writing       | 63%                                       | 45%        |
| Speaking      | 67%                                       | 50%        |
| Listening     | 67%                                       | 68%        |

Some students pick these skills up quickly and are able to emulate the modelled language. Even though these students have completed their IEC time, it is recognised that they will need continued ESL 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 significant risk of not passing either NAPLAN or OLNA testing conducted in mainstream. Hence, the need for solid scaffolding at the Phase 2 Level and within mainstream classes to empower all teachers to support these students.

It is recommended for 2018 that IEC continue with the teaching considerations outlined in the EALD Progress Map specifically scaffolding student learning according to the gradual release model. It is also recommended that IEC consult with literacy specialists within the school to understand the whole school approach and integrate strategies into the IEC program. The IEC will continue to implement common assessment tasks to assess areas of need and the use of curriculum based consumable textbooks for a standardised approach in all modes of English language development. Furthermore, it is recommended that teachers are strategically assigned to classes that match their skills to best support student learning. Finally it is recommended that the new Performance Management cycle be used to discuss individual student improvement targets.



## SCHOOL SUSTAINABILITY

*The School Sustainability report addresses Business Plan Priority 2: School Sustainability in general and Foci 2.1 (Student Population), 2.2 (Co-curricular Engagement), 2.3 (Student Well-being) and 2.4 (Staff Well-being) in particular.*

### Student Numbers (Target 2.1.1)

It is pleasing to report that in 2017 there was further clear evidence that we are realising our vision of becoming 'the school of choice for the local and wider community'. This can be seen through the steady increase in the student population that has risen from 974 in 2013 to 1414 in 2017 and which remained steady around the 1400 mark from 2016 to 2017. In managing these increased numbers, which we consider to be at the high end of the school's physical capacity, we have tried a number of strategies to cap the Year 7 enrolments at around 220 while allowing for a growth in student numbers as required at less traditional entry points in Years 8, 9 and 10. While the resulting figure of 1414 is higher than the Business Plan target of 1300 (achieving Target 2.1.1) when the Plan was written we considered that a larger population (certainly up to 1350) was both manageable and achievable.

As can be seen we have exceeded our expectations and in 2018 we will need to again try and cap the Year 7 enrolments at around 220. This will allow the overall population of the school to reduce by around 20 - 30 students thereby relieving some of the rooming pressure we have been experiencing throughout 2017. It needs to be noted though that the churn created by the highly competitive educational environment in which we operate (likely to become more so with the opening of Fremantle College in 2018) makes capping numbers an imprecise process and realistically it can be anticipated that we will have a student population of 1350 - 1400 for the foreseeable future. While we do not anticipate any room for further growth beyond around 1400 students without a significant injection of outside funding for additional buildings we also believe that 1400 students is a manageable number.

In planning to cater for our increasing student and staff population and as part of our school sustainability (especially foci 2.1, 2.3 and 2.4) throughout 2017 a number of self-funded building and works programs continued around the school. Along with many smaller projects this work included a major refit of the Student Services Centre, completing the five year project of installing large glass windows and renovating all ground and first floor quadrangle facing

classrooms, placing extra seating in the yard and refurbishing thoroughfares around the school transportable classrooms. As forecast in the 2016 Annual Report, 2017 saw planning completed for a fully self-funded major refurbishment to the school administrative area. Building was expected to commence in term 4 2017 but delays have seen this project carried over into 2018. Finally, the state government announced in the August budget that \$4.5m will be spent on building a Performance Theatre for Melville SHS. Planning commenced in late 2017 and will continue throughout 2018. It is anticipated that building will commence in January 2019.

Student Numbers at Melville SHS 2013 - 2017 (Semester 1 Census)

|      | Total | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | IEC | IFPS |
|------|-------|--------|--------|--------|---------|---------|---------|-----|------|
| 2017 | 1414  | 215    | 232    | 228    | 245     | 219     | 190     | 55  | 30   |
| 2016 | 1400  | 243    | 216    | 235    | 213     | 215     | 146     | 85  | 47   |
| 2015 | 1342  | 219    | 231    | 225    | 219     | 186     | 157     | 62  | 43   |
| 2014 | 1001  | NA     | 197    | 214    | 207     | 186     | 83**    | 64  | 50   |
| 2013 | 974   | NA     | 204    | 200    | 215     | 108**   | 166     | 81  | ***  |

NA: Year 7s not at High School

\*\* This is the half cohort year group.

\*\*\* This information is not available for 2013. Accordingly The IFPS numbers are included in the Years 8 to 12 and IEC data.

### Student Attendance (Targets 2.3.1 and 2.3.2)

Throughout 2017, as part of the "Every Class Every Day" campaign the Student Services team continued to implement initiatives in support of students attaining close to or greater than the 90% ('Regular') attendance rate considered important for success at school. An electronic based recording system for Attendance (Academy) remains in use across the school which significantly improves the accuracy and timeliness of attendance reports. All of the Year Coordinators highlighted the key messages regarding attendance at their weekly assemblies and prizes and reward activities were provided for those students with high levels of attendance.

As can be seen in the table below, this continued promotion of 'Every Class Every Day' throughout 2017 saw Melville SHS achieve an average attendance rate of 91.4% which was well above the state average of 87.8% and near to the 'like' school average of 91.8%. (NB: while more specifically commented on when discussing target 2.3.2 below it should be noted that the poor, indeed non-attendance of around 20 ATSI students reduced the average attendance of the whole school (1414 students) from 91.9% to 91.4% - i.e. a downward shift of 0.5%). In addition to the average overall school attendance of 91.4% the percentage of students attending regularly at Melville SHS was 74%, well above the target figure of 70% and the state and like school averages of 62.8% and 72% respectively.

| Melville SHS       | Y07   | Y08   | Y09   | Y10   | Y11   | Y12   | Average | State |
|--------------------|-------|-------|-------|-------|-------|-------|---------|-------|
| 2013               | NA    | 92%   | 88.7% | 88.5% | 88.5% | 90.7% | 90.1%   | 87.4% |
| 2014               | NA    | 91%   | 89%   | 88%   | 91%   | 89%   | 89.9%   | 86.9% |
| 2015               | 93%   | 93%   | 90%   | 90%   | 91%   | 92%   | 91.7%   | 87.9% |
| 2016               | 93%   | 91%   | 92%   | 90%   | 93%   | 92%   | 91.9%   | 87.7% |
| 2017               | 93.7% | 92.9% | 90.4% | 90.2% | 90.6% | 90.1% | 91.4%   | 87.8% |
| 2017 State Average | 90.8% | 88.7% | 86.6% | 85.4% | 87%   | 88%   | 87.8%   |       |
| 2017 Like School   | 94%   | 92.1% | 91.2% | 90.5% | 91.6% | 90.8% | 91.8%   |       |

NA: Year 7s not at High School

This said, the whole school attendance average was just below the average achieved by our like schools and the average regular attendance was a small reduction from the 74.5% achieved in 2016. Accordingly it is recommended in 2018 that:

1. Student Services continue to refine the 'Every Class Every Day' strategy
2. Year Coordinators refine the development and implementation of personalised attendance plans when student attendance falls below 90%
3. The school continues to challenge our community of students and parents to aim for attendance well beyond the target figures of 91% and 74%
4. In the 2018-2020 Business Plan, the relevant attendance target (2.2.1) for the number of students attending regularly be increased from 70% to 74%.

In 2017 Melville SHS continued to monitor the attendance rates of Aboriginal and Torres Strait Islander (ATSI) and students based on gender. In each case where drops in attendance rates were identified, improvement strategies were implemented - achieving Target 2.3.2. This said, the relatively poor attendance of our ATSI students remains a concern. Melville had 43 Aboriginal and Torres Strait Islander (ATSI) students in 2017, representing about 3% of our total student population. While this is a very small proportion of our total students, over the past five years the school has both closely monitored the attendance of ATSI students while implementing attendance improvement plans. In doing this we have continually identified concerns about the low attendance rates (74.8% in 2017, a decrease from 75.9% in 2016 but higher than the state average of 66.6%) of this group of vulnerable students.

Recognising that our challenge is complicated by variables beyond our control (such as high transience, school refusal rates and social disadvantage) strategies have been implemented throughout 2017 including home visits, homework classes and individual attendance plans. Overall the strategies are not working consistently with all students in this group. While we have satisfied the requirements of Target 2.3.2 it is recommended that in 2018 further ideas are developed and implemented to improve this situation - ideally with the close involvement of the wider ATSI community of caregivers and students.

### **A World Class Educational Experience in a Safe Supportive Learning Environment (Targets 2.2.1 and 2.3.3)**

At Melville SHS we seek to provide students with a world-class educational experience by providing the opportunities for intellectual, physical, creative and social development through high quality-teaching and strong pastoral care relationships. In addition to offering a comprehensive curriculum, Melville seeks to enhance student health and well-being through active involvement in co-curricular (out of school) activities that complement intellectual development in the classroom (see Target 2.2.1). It provides a supportive and caring pastoral care program that fosters a sense of equity, inclusivity and respect by providing a range of programs that address general student health and well-being (see Target 2.3.3).

Throughout 2017, 122 different co-curricular excursions were conducted (achieving Target 2.2.1). Excursions ranged from:

- Netball Specialist program students toured Queensland
- Outdoor Education students kayaked on the Swan River and rode through the bush at Dwellingup
- Art students attended the Sculpture By the Sea expedition
- Debating teams competed at Rossmoyne, Willetton or John Curtin
- Politics and Law students competed in mock trials at the Supreme Court of WA
- Dolphin Watch participation
- Music students participated in the WA School Bands Festival
- And students toured China in our second student exchange program with our sister school (High School 7) in Hangzhou China
- Students attended World Challenge Expedition

Furthermore 2017 saw continued increases in the number of students involved in our Inter-school Sports Program with sporting teams competing in AFL, Athletics, Basketball, Cross Country, Hockey, Netball, Soccer, Swimming, Touch Rugby, Volleyball and Cricket. A particular highlight of our sporting successes for 2017 was the fabulous result of placing second in the A Division Inter-school Athletics - making us the second best Athletics school in the state and second in B Division Swimming earning us a promotion to the A Division Swimming and making us the eighth best swim school in the state.

Finally in a glowing testament to our success at a sporting school Melville SHS was rated the sixth best performing sports' school in the state based on the McMahon Shield competition, which ranks schools on the amount of sports entered, the success in those sports and student numbers. There are over 100 Senior High Schools (or equivalent) in the state.

Melville SHS continued to offer a wide range of programs aimed at addressing student health and well-being issues (achieving Target 2.3.3). Many of these programs, run in conjunction with Student Services and the H&PE team, are now well and truly part of the school calendar and continue to grow in their successes. Formally and informally, they delivered programs across the whole year to support the development of improved student resilience by promoting positive mindset and preventative ways of dealing with adversity.

Support programs designed to assist with specific concerns such as:

- Managing grief, stress and loss (including 'Rainbows')
- Bullying and building positive relationships (Frame Initiatives - 'Please Like me' and 'Men of Respect' for middle school, and 'Tomorrow Man' for senior school boys)
- Cyber safety - (student and parent forums with Paul Litherland)
- Road safety (including the "RYDA" and "bstreetsmart" Driver Awareness programs for Year 10 students)
- Sexuality (including 'Talking Realities' with Year 9 students), puberty and reproduction, contraception and sexual relationships, protective behaviours, sexually transmitted infections
- Alcohol and drugs (with guest speaker Jade Lewis)
- Orientation programs for Year 7 students
- Reward excursions (such as Splash City and Adventure World with Years 7 to 9 students)
- A Dinner Dance for Year 10 students
- A river cruise for Year 11 students
- The Ball for Year 12 students.
- The Health and Phys Ed program co-ordinated Health Week for the whole school.

It is a recommendation for 2018 that these programs continue, while further refining individualized incentives and improved communication with parents to support students in achieving regular attendance.

## STAFF 2017

Staffing numbers vary slightly throughout the year but in November 2017 there were as many as 182 full and part-time staff on site at Melville SHS comprising 124 teaching staff (107 Full Time Equivalent, or FTE, positions) and 58 Support staff (40.7 FTE positions). While this represents an increase in the total number of staff, the total FTE was similar to 2016. This shows that the work force at Melville SHS continues to see an increase in part time employees. Among the teaching staff there are five Level 3 Classroom Teachers and 35 Senior Teachers representing approximately 32% of the teaching workforce. This increase in total workforce numbers and the variations in workforce that occur throughout the year or from one year to the next, are managed through the school's Workforce Management Plan, which is matched to the 2015-2017 Business Plan.

All teaching staff at Melville SHS met the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teacher Registration Board of Western Australia. Furthermore all staff (teaching and non-teaching) held the relevant 'Working with Children Check' clearance.

| Teacher Qualification               | No. of staff* |
|-------------------------------------|---------------|
| PHD                                 | 0             |
| Master's Degree                     | 21            |
| Bachelor Degree with Honours        | 4             |
| Graduate Diploma                    | 62            |
| Bachelor Degree                     | 104           |
| Diploma                             | 23            |
| Certificate III                     | 4             |
| Certificate IV (Workplace Assessor) | 28            |

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

The number of staff holding a Certificate IV in Workplace Assessment is 28. With the increasing popularity of students choosing pathways that are a mix of ATAR and Vocational qualifications at Melville SHS, this qualification is necessary to deliver the increasing number of Certificate II and III Courses now on offer as part of our Senior School "Pathways" program. This number is at the low end of

what is needed to run our certificate courses and it is recommended that the Vet and Transition Manager (VTM) coordinate the training of more staff at the beginning of 2018.

Melville Senior High School recognises the importance of building quality future teachers for the profession. In 2017 over 41 pre-service teachers worked with our experienced staff across every Learning and Management Area in the school.

### Business Plan 2015-17 and 2018-20

This was the final year of the Business Plan 2015-17, with a new Business Plan already in place for the period 2018-20. The school is delighted to note that at the end of the current business plan all targets have been achieved - although, as noted in this Annual Report, there are always areas to improve and/or re-focus on.

In developing the 2018-20 Business Plan the school has consulted widely with staff and the wider school community. Suggestions for improvements from a range of different focus groups have been incorporated into the new plan which in its final form was ratified by the School Board in September 2017. While the structure of the new plan is very similar to the one it is replacing a close reading will shows many changes throughout. While the four priority areas have been retained, changes in wording have been made to accentuate new points of emphasis such as staff well-being, the school's status as a leader of curriculum change and indeed as a future focused school.

More specifically, some of the targets that have been achieved in the past three years and are not seen as requiring ongoing attention have been dropped (e.g. Target 3.2.1 from the 2015-17 plan regarding sustaining Year 7s into high school) while new targets in areas identified as requiring particular attention have been added (e.g. Target 1.1.7 in the 2018-20 plan aimed at improving the number of students passing their ATAR English, Literature or EALD exams). In all, the Business Plan 2018-20 is intended to guide the school throughout the next three years of consolidation and improvement with two targets dropped from 2015-17, 11 amended and five added. As with all plans, it is expected that the Business Plan 2018-20 will be adjusted over its three year life if and when circumstances change.

## ANNUAL ONE-LINE BUDGET AND CAPITAL & MINOR WORKS REPORT

The Annual One-line Budget and Capital and Minor Works Report addresses Business Plan Priority 4: Emerging Issues in general and Foci 4.2 (Student Centred Funding) in particular.

### School Budget

The 2017 Student Centred Funding model (SCFM) provided a base allocation of \$8964 for students in Years 7 to 10 and \$9638 for students in Years 11 and 12. The school also received funding based on student characteristics such as disability, aboriginality, English as a second language and social disadvantage. The SCFM enables Melville SHS to develop and operate a flexible one-line budget that allows the school to make evidence-based decisions regarding the amounts allocated to the cash (contingency) and staffing budgets.

The school contingencies budget, used for the day-to-day running of the school, has an income or revenue account (shown as "Revenue-Cash" in table A), an expenditure account (shown as "Expenditure" in table B), balance accounts (largely comprising the school's Asset Replacement Reserves) and a school building fund (as shown in the "Cash Position" in table C).

As can be seen in Table A, in 2017 Melville had a one-line budget of \$20,411,219. The great majority of \$15,672,100 was allocated for staff salaries with \$4,739,119 for cash contingencies of which \$1,850,000 was for planned Capital and Minor Works (a component of "Buildings Property and Equipment" shown as item 4 in Table B).

| C. Cash Position as at: 31/12/17 |                            |                       |
|----------------------------------|----------------------------|-----------------------|
|                                  | <b>Bank Balance</b>        | <b>\$2,483,931.79</b> |
|                                  | Made up of:                | \$ -                  |
| 1                                | General Fund Balance       | \$287,919.14          |
| 2                                | Deductible Gift Funds      | \$130,892.82          |
| 3                                | Trust Funds                | \$ -                  |
| 4                                | Asset Replacement Reserves | \$1,993,822.79        |
| 5                                | Suspense Accounts          | \$84,795.04           |
| 6                                | Cash Advances              | -\$700.00             |
| 7                                | Tax Position               | -\$12,798.00          |
|                                  | <b>Total Bank Balance</b>  | <b>\$2,483,931.79</b> |

| A. Revenue - Cash & Salary Allocation |  | Budget                 | Actual                 |
|---------------------------------------|--|------------------------|------------------------|
| 1                                     | Voluntary Contributions                            | \$86,950.00            | \$93,229.89            |
| 2                                     | Charges and Fees                                   | \$1,228,070.00         | \$1,217,906.35         |
| 3                                     | Fees from Facilities Hire                          | \$12,155.00            | \$11,454.61            |
| 4                                     | Fundraising/Donations/Sponsorships                 | \$73,793.00            | \$66,688.58            |
| 5                                     | Commonwealth Govt Revenues                         | \$ -                   | \$ -                   |
| 6                                     | Other State Govt/Local Govt Revenues               | \$ -                   | \$4,357.50             |
| 7                                     | Revenue from Co, Regional Office and Other Schools | \$2,142.00             | \$2,142.00             |
| 8                                     | Other Revenues                                     | \$106,607.00           | \$91,883.29            |
| 9                                     | Transfer from Reserve or DGR                       | \$1,222,000.00         | \$1,222,000.00         |
| 10                                    | Residential Accommodation                          | \$ -                   | \$ -                   |
| 11                                    | Farm Revenue (Ag and Farm Schools only)            | \$ -                   | \$ -                   |
| 12                                    | Camp School Fees (Camp Schools only)               | \$ -                   | \$ -                   |
|                                       | <b>Total Locally Raised Funds</b>                  | <b>\$2,731,717.00</b>  | <b>\$2,709,662.22</b>  |
|                                       | <b>Opening Balance</b>                             | <b>\$504,627.00</b>    | <b>\$504,627.47</b>    |
|                                       | <b>Student Centred Funding</b>                     | <b>\$1,502,775.00</b>  | <b>\$1,506,233.34</b>  |
|                                       | <b>Total Cash Funds Available</b>                  | <b>\$4,739,119.00</b>  | <b>\$4,720,523.03</b>  |
|                                       | <b>Total Salary Allocation</b>                     | <b>\$15,672,100.00</b> | <b>\$15,672,100.00</b> |
|                                       | <b>Total Funds Available</b>                       | <b>\$20,411,219.00</b> | <b>\$20,392,623.03</b> |

| B. Expenditure - Cash and Salary |  | Budget                 | Actual                 |
|----------------------------------|--|------------------------|------------------------|
| 1                                | Administration                                     | \$188,143.00           | \$180,039.90           |
| 2                                | Lease Payments                                     | \$-                    | \$-                    |
| 3                                | Utilities, Facilities and Maintenance              | \$561,959.00           | \$750,224.29           |
| 4                                | Buildings, Property and Equipment                  | \$2,217,000.00         | \$1,874,420.41         |
| 5                                | Curriculum and Student Services                    | \$1,176,605.00         | \$1,107,113.45         |
| 6                                | Professional Development                           | \$95,500.00            | \$57,954.74            |
| 7                                | Transfer to Reserve                                | \$356,197.00           | \$356,197.00           |
| 8                                | Other Expenditure                                  | \$89,507.00            | \$91,215.10            |
| 9                                | Payment to CO, Regional Office and Other Schools   | \$16,311.00            | \$15,439.00            |
| 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)         | \$ -                   | \$ -                   |
|                                  | <b>Total Goods and Services Expenditure</b>        | <b>\$4,701,222.00</b>  | <b>\$4,432,603.89</b>  |
|                                  | <b>Total Forecast Salary Expenditure</b>           | <b>\$15,348,024.00</b> | <b>\$15,348,024.00</b> |
|                                  | <b>Total Expenditure</b>                           | <b>\$20,049,246.00</b> | <b>\$19,780,627.89</b> |

The ability of the school to plan and then move cash from one component of the budget to another is one of the great flexibilities made possible by the Independent Public School (IPS) one-line budgeting process. In the five years Melville has been an IPS, it has led to improved student outcomes through effective and efficient school-based decision making that has enabled the school to re-align expenditure to better suit student needs.

This said, in August 2017 as part of the state government's budget repair measures, a reduction of around \$1145 in the base allocation for each student above 1200 total enrolments was introduced for 2018 and beyond. Coupled with the phased removal over three years of an annual \$500,000 transitional allocation this will see Melville SHS lose approximately \$430,000 in 2018, \$630,000 in 2019 and around \$830,000 per annum from 2020 and beyond. This will have a significant impact on the school's staffing spend (a probable reduction of six teaching positions over the period 2018-20), the contingency budget (a reduction around \$200,000 in 2018 and beyond) and the capacity to save for future capital works.

As mentioned, the school receives funds from a variety of sources including state and federal funding, as well as the school's Parents and Citizens group. However, one of the main sources of income is from the voluntary contributions and charges, which are paid by our school community. With the establishment of payment plans and the ability to transfer funds directly into the school bank account we have seen the collection rate increase in recent years. In 2017, approximately 83% of Years 7 to 10 and 86% of Years 11 and 12 charges (comprising course charges and extra cost charges) were paid in full - a very pleasing collection rate above the 80% used by Learning Areas to set their annual budgets. We hope these solid collection rates continue into the future as the cash income received enables Melville to offer and sustain the wide range of programs and activities delivered by the learning and management areas within the school. Special thanks must be made at this point to our parents/caregivers for their support in achieving such a high contribution and charges collection rate as well as our front office staff who are always friendly and helpful in serving our diverse community.

## **Capital Works, Assets and Resources**

In 2017, in excess of \$1.4 million was spent on building upgrades, which included \$887,000 for the Student Service Centre that commenced during term 4 of 2016 and was completed in term 2 2017.

Other planned and completed works included:

- Finalisation of installing glass frontage to all classrooms (the last nine rooms and one office)
- On-going paint and rendering
- Upgrade to a number of sunken courtyards and associated seating
- New glass pool fencing
- New drink fountains
- General ground improvements
- Air-conditioning for the server rooms
- Garrison fencing in-fills
- New shelving in F19 and F21 storerooms.

As said elsewhere, there is the implementation of an annual cyclical maintenance plan for the whole school (that has now seen a contract let for the routine scheduled repair and/or replacement of all painted and rendered surfaces, furniture, carpets, blinds etc). There are also future major building projects. This includes a major upgrade to the Administrative Centre committed in 2017 and commencing in 2018 that requires expenditure of approximately \$1.3m of school funds. The other major project is a \$4.5m government funded performing arts theatre that will be built in 2019.

## Summary

As Melville Senior High School increasingly becomes the school of choice for the local and wider community, we continue to devote the resources we receive to the sustainability of the school's current programs as well as in pursuit of innovative teaching and learning opportunities for the future. With very solid collection rates as well as a substantial income from International Fee Paying Students, Melville has been able to maintain a healthy budget surplus, which enables the day-to-day running of various specialist courses and educational programs as well as significant expenditure on school funded capital works (over four million dollars in the past six years). The use of the funds from the Student Centred Funding model for capital expenditure has enabled the school to create an attractive, safe and supportive learning environment.

However, as noted above, this situation changed late in 2017 when the per-capita funding of students above 1200 was reduced and a large transitional allocation was removed. This will see the school less able to spend large amounts on grounds and building improvements (as well as on additional staff) and we will return to the era when our only operating surplus was based on income derived from our International Fee Paying Student program.

The budget is monitored on a regular basis by the School Board, the School Executive and the Finance Committee, which ensures financial accountability as well as effective planning for on-going maintenance, building refurbishment and of course future development. It is considered that we are meeting the requirements of and therefore are achieving target 4.2.1.



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