



Melbourne High School 2020 Annual Report





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School Overview

Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, the School became the Continuation School, the first State secondary school in Victoria. It is a state-wide provider of broad, academic education for boys in Years 9 to 12. The School had 1369 students in 2020, with approximately 340 students in each year level. Admission to the School is by examination with a small discretionary factor. A supplementary intake occurs at Years 10 & 11. Students are drawn from a wide cultural and socio-economic background and from across the greater metropolitan and inner country areas. A diverse cultural mix remains a cornerstone of the School's character and success.

The School is located in Forrest Hill, South Yarra near the corner of Chapel Street and Alexandra Avenue. It is within the City of Stonnington, and the South-East Victoria Region of the Department of Education and Training.

Melbourne High School provides a broad, stimulating, diverse and challenging educational experience of the highest quality to enhance the vast and varied talents of its selective-entry students, preparing them for academic, vocational, professional and civic leadership, while also encouraging individual development and happiness.

The MHS Statement of Purpose

Our educational philosophy is based on the concept of a well-rounded liberal education that will prepare our students for all aspects of their future life. Our School motto: 'Honour the Work' expresses a determination to apply ourselves to the pursuit of demanding and socially responsible goals.

Our students are required to combine their academic studies with an equal emphasis upon co-curricular pursuits. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship.

The School will nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty-first century. These capabilities are based upon the *National Declaration on Educational Goals for Young Australians*. Fostering these capabilities is the collective responsibility of the student, their family, the school, and the community.

Successful learners:

- Study a curriculum that embraces all learning areas and balances breadth and depth of focus
- Have the ability to think critically and deeply within and across learning areas
- Are creative and innovative in their thinking and application of learning
- Take responsibility for their learning and are motivated to reach their full potential
- Are able to work independently and collaborate in teams and effectively communicate ideas
- Are lifelong learners with the agility to adapt to changing circumstances

Confident and creative individuals:

- Able to manage their emotional, mental, spiritual and physical wellbeing
- Have the ability to establish and maintain healthy and satisfying lives
- Are enterprising, show initiative and use their creative abilities

- Develop personal capabilities such as honesty, resilience, empathy and respect for others
- Relate well to others and form and maintain healthy relationships
- Are well-prepared for life roles in their family, community and the workforce
- Are optimistic, make rational decisions and accept responsibility for their actions

Active and informed citizens:

- Are responsible and active global and local citizens
- Appreciate and respect individual, cultural, social and religious diversity
- Able to relate to and communicate across diverse cultures
- Demonstrate a commitment to the values of democracy, equity and justice
- Develop a personal ethical understanding and act with integrity
- Are able to exercise civic leadership for the common good

School Council President's Report

Mr Mark Bainbridge

It is an understatement to say that in 2020 the world has changed, and the way our students learn has changed beyond recognition. Council members too, have had to adapt to the rigours of the on-line world. Long-standing processes and procedures have had to be modified to enable any decision to be made. However, these hurdles have not decreased the commitment of its members. While far from ideal, the on-line world has created opportunities for increased participation, perhaps giving a greater voice to everyone.

The School Council has continued to progress with its implementation of the MHS 2019-2022 Strategic Plan. This was based on the outcome of the external review conducted by the Department of Education at the end of 2018. Its key goals continue to be the increased wellbeing of our students, equipping them for the next thing the 21st century will throw at them.

While many of the Strategic Plan's priorities have been set aside due to COVID-19 restrictions, the strategy has been modified to provide additional support to the school community as we all adjust to the demands of health restrictions and remote learning.

It has been a pleasure to work with our student members on the Council over this last year. Our boys have been actively involved in formally reviewing both the Student Management structure, considering a range of alternative structures, and how they could benefit students both academically and socially. The Dress Code Review as always generates a lot of interest, and this year was no exception.

The Council has, over the past few years, been heavily involved in a project to create a long-term home for our rowers. This is a non-trivial task given the expensive nature of riverside real estate and our ability to compete with highly funded private schools. We are happy to confirm that we have just commenced a new five-year lease at Powerhouse at Como Park, and look forward to seeing the boys back on the river soon.

In the 2018-19 State Budget, funding was allocated to the development of the Centre for Higher Education Studies (CHES) to improve educational outcomes for high-achieving students across Victoria. The facility will be purpose-built here at our Forest Hill site and will include specialist areas for the study of design, research and scientific thinking. We are pleased to announce that the project has proceeded to tender with construction commencing in 2021.

Most recently council members have turned their attention to the selection of a new Principal following Jeremy Ludowyke's retirement at the end of this year. This has given us the opportunity, not just as a Council, but as a whole school community, to imagine how the school might transform over the next 20 years, building on the solid foundation that our Principal, and staff have provided. Following a rigorous selection process, Dr Anthony Mordini was selected as Melbourne High School's new Principal, beginning in the role in late 2020.

The members of Council in 2020 were Mr Mark Bainbridge (President), Mr David Craven (Vice President), Mr Jeremy Ludowyke (Executive Officer) and Ms Dianne Brown (Treasurer) Shayan Soroush (School Captain) and Chan Lee (SRC representative), Aaran Paalendra and Magnus Mulhall as student members. Mr Viet Lee, Ms Catherine Sim, Ms Therese Drummond, Mr Henry McLaughlin and Mr Ram Iyer were parent representatives and Mr Marcus Sharp, Ms Pelissa Tsilimidos, Mr Paul Drew and Ms Sonya Mulholland staff representatives. Ms Angeline Yeoh, Mr Peter Stathopoulos, Mr Tom Wodak attended as invitational observers, while the minutes secretary was Ms Katrina Hebblewhite. My heartfelt thanks to each and every one for your dedication and valuable contribution.

On behalf of Council and the school community, I would also like to express my sincere appreciation for the contributions made by retiring members of Council, Past President Ms Angeline Yeoh, and Joe Christie (School Captain) and Brian Lee as student members. Ms Georgie Bankier, Mr Ranjit Gajendra, Mr Rohan Clarke and Dr Payan Ghadirian were outgoing parent representatives and Ms Annette Travers and Rami Stiglec staff representatives.

And finally, I would personally like to show my appreciation for our outgoing Principal, both for his longstanding contribution as Principal at MHS, and also in his role as Executive Officer of the School Council.

Curriculum at MHS

Mr Marcus Sharp, Assistant Principal

The Melbourne High School curriculum is based on the expectation that students will have the ability and desire to meet the challenges of a broad education in a stimulating, supportive and competitive environment that caters for students intending to progress to tertiary education. The School is committed to developing intellectual, artistic, ethical and sporting excellence so that every student can reach his full potential and is provided with inspirational and challenging teaching that is considerate of the individual.

Subject disciplines prescribed in the Victorian Curriculum are English, Mathematics, Science, Personal Development, Health & Physical Education, Languages, Humanities, the Arts, and Technologies (including ICT). Economics & Business, History and Geography remain as core subjects, while Civics & Citizenship is a stand-alone course. The four Victorian Curriculum capabilities are now taught through a number of elective subjects at Year 10: Critical & Creative Thinking (Philosophy and Systems Engineering); Ethical (Big Data and Ethics & the Law); Intercultural (Sociology and World Literature); and Personal and Social (Algorithms & You and Psychology).

Melbourne High School gives students at Years 9 and 10 the opportunity to select semester-length electives. Year 9 students choose two electives for the year from a possible ten, while at Year 10 students choose from Arts and Technology subjects, as well as from the Victorian Curriculum Capabilities block. The Years 9 and 10 elective program is designed to enhance and broaden students' knowledge and skills before specialisation occurs at Years 11 and 12. Core subjects in Years 9 and 10

continue to provide a solid foundation for students to pursue any VCE units in Year 11. Students are encouraged to select electives not associated with career intentions; rather, choices are encouraged to be made based on enrichment and breadth.

Other than the regular updating of VCE study designs, curriculum arrangements at Years 11 and 12 remain unchanged. VET (Vocational Education and Training) continues to be a viable choice for a number of students. Further details about the 2020 VET program appear under 'VCE Results' further in this report. This opportunity for breadth of choice in VCE studies, together with our strong VCE programs in English, Languages, Music, the Humanities, the Arts, Commerce, Mathematics, Physical Education, Information Technology and Science, are important in giving our students every opportunity to develop their talents and achieve life and career goals.

The School continues to review the subjects it offers each year and examine ways to further engage the students with new subject offerings, revised units or further development of its transition programs.

In what would have been its eight iteration, the select-entry cross-campus staff professional learning event was unfortunately cancelled in 2020 due to Covid restrictions. Typically, staff from the four select-entry schools meet for tailored professional development at each school, depending on their role. Each faculty and education support group devise their own professional development program and it is generally agreed to be a worthwhile and instructive event. While unlikely again in 2021, the School looks forward to this program being reprised in the near future.

In 2020, Canvas (LMS)- based rubrics were the dominant mode of feedback to Years 9 and 10 students (and their parents) in Terms 1 & 3, with the addition of Compass summative reports in Terms 2 & 4. VCE students and their parents received summative reports in Terms 1, 2, 3 (Years 1 & 12) and Term 4 (Year 11 only).

Curriculum Committee

Several significant groups and individuals continue to help drive the School's curriculum initiatives and their implementation. The Curriculum Committee discusses and makes recommendations on such matters as VCE changes, the Victorian Curriculum, courses and electives at Years 9 & 10, new subject offerings, curriculum days, assessment and reporting and ensuring the MHS curriculum strategic directions are implemented. The aims of the Curriculum Committee are as follows:

- To act as an advisory group to the Principal on curriculum matters
- To oversee booklisted and online teaching & learning resources
- To liaise with teachers and departments on curriculum changes and ideas
- To review electives
- To recommend ways in which the quality of teaching can be improved
- To provide input into professional development
- To act as a forum for the discussion of curriculum issues
- To review the transition program
- To advise the curriculum development coordinator, the professional development coordinator, the eLearning co-ordinator and the Head of Library of curriculum needs
- To make recommendations when there are changes to the DET (currently Victorian Curriculum at 9 & 10) and VCAA (currently VCE) curriculum guidelines

So that the Curriculum Committee is not a forum for each discipline to promote its own agenda at the expense and to the detriment of others, it is expected that members of the Curriculum Committee have a comprehensive overview of the curriculum directions of MHS, be familiar with the Victorian

Drama	Kelli Simpson
Economics	Mark Kaderle
English	George Marotous
Geography	Ray Pask
History and Politics	Anna Berlin
Learning Technologies	Paul Drew
Library	Monica Morscheck
Junior Science	Mark Goodey
Languages	Emily Missen
French	Michel Loriot
Japanese	Yuko Inaba
Indonesian	Silvy Wantania
German	Fran Neal
Health and Human Development	James Guthrie
Mathematics	Edward Shin and Fran Petrie
Media	Nigel Mallet
Music	Gareth de Korte
Physical Education	David Veale
Philosophy	Ross Barham
Physics	Steven Draper
Psychology	Sam Crocket
Visual Communication and Design	Chris Moore

The overall role for subject co-ordinator is to lead the development, resourcing, establishment of assessment processes, and recognition of achievement in faculty courses and programs. They continue to work with passion for their subjects and are constantly striving to develop and enrich their courses. Melbourne High School is grateful for the valuable contributions that the members of the Curriculum Committee and the subject co-ordinator have made to the maintenance, development and continuous review and evolution of the central focus in the life of the students – the curriculum.

Learning Technologies at MHS

Mr Paul Drew, Leading Teacher: Learning Technologies

The 2020 year was a standout year for Learning Technologies. The year began quite normally. In February we deployed a trial of Microsoft Teams for Student Learning Co-ordinators. By March it was becoming apparent that we were heading for a very different year of teaching and learning, and that Microsoft Teams would need to play a vital role in supporting the online communication of the whole school.

In the week leading up to Chorals, we anticipated the likely imminent lockdown and rolled out Microsoft Teams for all teachers and students. Staff were trained in the use of technology to deliver remote classes. Teams, Canvas and OneNote Class Notebook became the remote learning tools to run online classes and facilitate assessment, collaboration and discussion.

The rest is history. The year progressed like no other. Microsoft described 2020 as “two years of development in two months”. This can also be said for the development of the technological skills of the MHS staff. To their credit staff rose to the occasion and found ways of using technology to achieve extraordinary outcomes. There were teams for everything, supporting student learning and most importantly supporting student and staff wellbeing. Teams became the vehicle enabling connection with the entire MHS Community.

The second lockdown gave staff the opportunity to continue to advance their skills. More teams were formed as staff thought of new ways to use the technology. Students took on greater leadership roles and used teams for study groups, clubs and wellbeing. Staff thought of new ways to use technology for assessment.

In Term 4 we returned to the castle and began the process of evaluating the year that was. Microsoft in conjunction with UNESCO published a whitepaper, “*Education Re-Imagined – The Future of Learning*”. This would become the starting point of our whole school evaluation of our remote learning experience and lead to further discussion in 2021.

It should also be mentioned that none of this would have been possible without the support of the entire IT department, led by David Ball, who performed an outstanding role in deploying new technologies and provided a professional support framework for staff and students.

Year 9 NAPLAN

Mr Marcus Sharp, Assistant Principal

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses students at in Years 3, 5 7 and 9. The assessments are conducted in May, and the results released to the school in August. The results of these assessments provide a measurement of student's capability at a particular date, and therefore reflect the cumulative educational experiences of students.

As Melbourne High School is a selective school, few students who enter the school at Year 9 are achieving at lower band levels, and in fact achieve well above the state mean, particularly in Numeracy. The extensive and rigorous curriculum is designed to support high-achieving students.

NAPLAN is primarily designed to measure the health of educational systems (of states and territories), and also that of schools, rather than the learning of individual students. Students' learning is assessed

more frequently, in greater detail, and in a more targeted way, through school-designed assessment tasks.

The NAPLAN data provide an indication of individual students' performance in specific domains, as well as students' progress between assessments. Melbourne High School student performance is consistently well above the state and national averages, and therefore benchmarking against the state average is of limited utility.

The National Assessment Program Scale describes the development of student achievement from Year 3 through to Year 9. It has scores that range from 0 to 1000 (called scaled scores), and these are grouped into ten bands (National Assessment Program Band 1 to Band 10). The bands are set by the Australian Curriculum and Assessment Authority (ACARA) to indicate proficiency against an assessment scale.

ACARA states that NAPLAN results use a scale that has an average score across all students of 500. The spread of scores has been set so that just over two thirds of students' scores lie between 400 and 600.

Note that due to COVID-19, the Victorian Curriculum and Assessment Authority cancelled the NAPLAN assessment in 2020. Consequently, no data is available for this year.

VCE Results

Mr Sam Crocket, Leading Teacher: Curriculum

Explaining VCE Data

Australian Tertiary Entrance Rank (ATAR)

Each student completing the VCE is awarded an Australian Tertiary Entrance Rank (ATAR) score. Students are ranked according to how well they achieved compared to all the other VCE students of that year. The maximum ATAR score is 99.95, indicating that the student achieved as well as, or better than, 99.95% of all the students completing the VCE that year. ATAR scores increment by 0.05, with approximately 30 to 35 students being awarded each score. This means that only 30 to 35 students are able to achieve the maximum ATAR, out of the tens of thousands of students that complete the VCE, each year.

ATAR scores are calculated according to the following formula:

	Tally the scaled study scores of:	Max possible score:
"Top four" subjects	The best English group [^] subject	50
	The best other subject	50*
	The second best other subject	50*
	The third best other subject	50*
	Plus	
Optional subjects	10% of the score of the 5 th other subject	5
	10% of the score of the 6 th other subject	5
	Aggregate score	210

[^] English, English Language, English as an Addition Language (EAL) or Literature

* Some subjects' study scores can scale above 50

The aggregate scores of all VCE students in the state are ranked from lowest to highest, with the top students being awarded an ATAR of 99.95. The aggregate score required to obtain an ATAR of 99.95 is therefore variable each year, depending on the students' results.

Provided is a link to the VTAC 'aggregate to ATAR' table, which outlines how ATARs correspond to aggregate scores: <http://www.vtac.edu.au/pdf/aggregate-ATAR.pdf>

Raw Study Scores

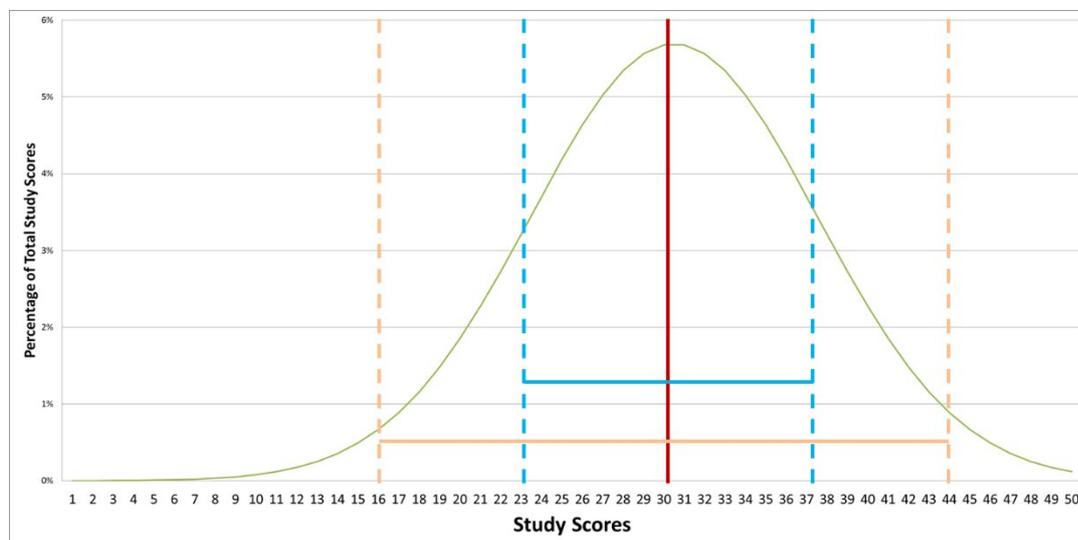
Students are awarded three assessment grades (A+ to E) for each unit 3 and 4 subject:

- one for the external exam
- one for the combined results of the unit 3 SACs
- one for the combined results of the unit 4 SACs.

The results of these three assessment grades are used to determine a student's raw study score. The state-wide average grade is C+.

Raw study scores rank all the students that have completed that subject in that year; they are not grades or percentages. Instead, raw study scores are distributed along a normal distribution curve with the average (mean and median) score being 30 and the top score being 50. Only students ranked in the top 0.3% for that subject are awarded a study score of 50.

Normal Distribution of Raw Study Scores with a Mean and Median of 30 (red line) and a Standard Deviation of 7



Blue

lines indicate the first standard deviation from the mean

- 68% of students will be awarded raw study scores of between 23-37 for each subject

Orange lines indicate the second standard deviation from the mean

- 95% of students will be awarded raw study scores of between 16-44 for each subject

How Raw Study Scores Relate to a Student's Rank within the Subject

Raw study score	Student rank
30	50 th percentile (top 50%)
37	84 th percentile (top 16%)
40	91 st percentile (top 8.8%)
44	98 th percentile (top 2%)
50	99.7 th percentile (top 0.3%)

Scaling of Study Scores

The study scores for each subject is scaled, not on how hard or easy the subject is, but on how well the students studying that subject went on their other subjects. If all the students in the state studying subject 'A' went well in their other subjects, then subject 'A' gets scaled up; if they went poorly in their other subjects, then subject 'A' gets scaled down. Because of this, each subject may be scaled differently every year.

Provided is a link to the VTAC scaling report, which outlines how each subject was scaled in 2020:

<https://www.vtac.edu.au/files/pdf/reports/scaling-report-20-21.pdf>

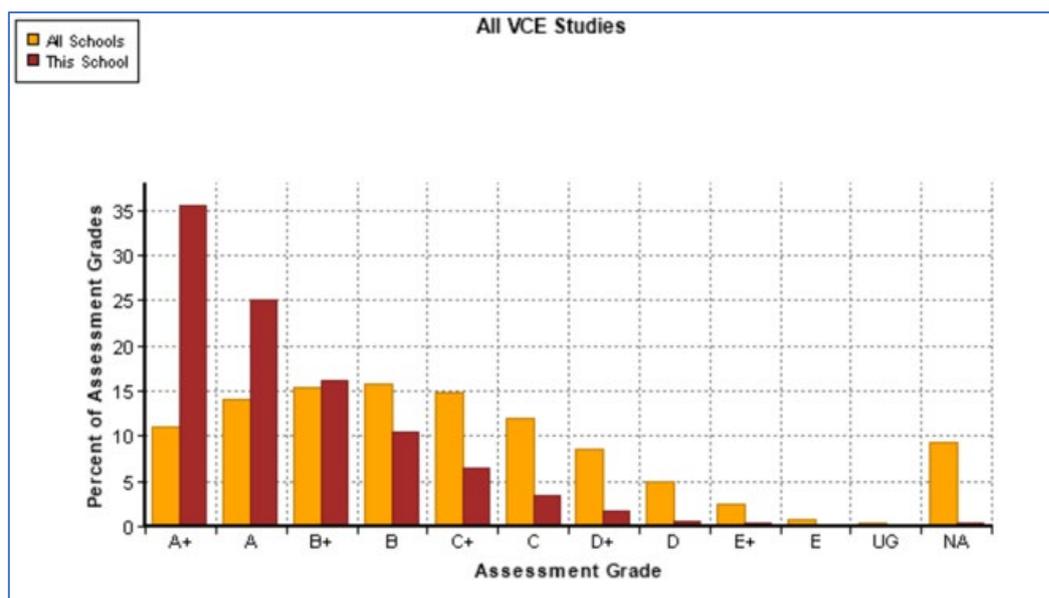
Analysis of Melbourne High School's VCE Data for 2020

Assessment Grades

In 2020, 60.6 of all assessment grades awarded to Melbourne High School students for their exams and SACs were A or A+; which is 2.3 times that awarded to the state as a whole (25.8%). Further, 87% of all grades awarded to MHS students in 2020 were B and above, which is more than 1.5 times that awarded to the state as a whole (56.5%).

These results are consistent year-to-year, reflecting the nature of our student cohort and the effort that Melbourne High School students put into their SACs and exams.

Percentage Allocation of Assessment Grades for all VCE Subjects



Maroon = MHS; Yellow = All Schools

	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
All Schools	11.4	14.4	15.2	15.5	15.0	11.8	8.4	4.8	2.3	0.8	0.4	9.2
Melbourne High	35.5	25.1	16.1	10.4	6.5	3.5	1.6	0.5	0.0 4	0.0 6	0.1	0.3

UG = ungraded; awarded to submitted SACs or exams that failed to earn a letter grade

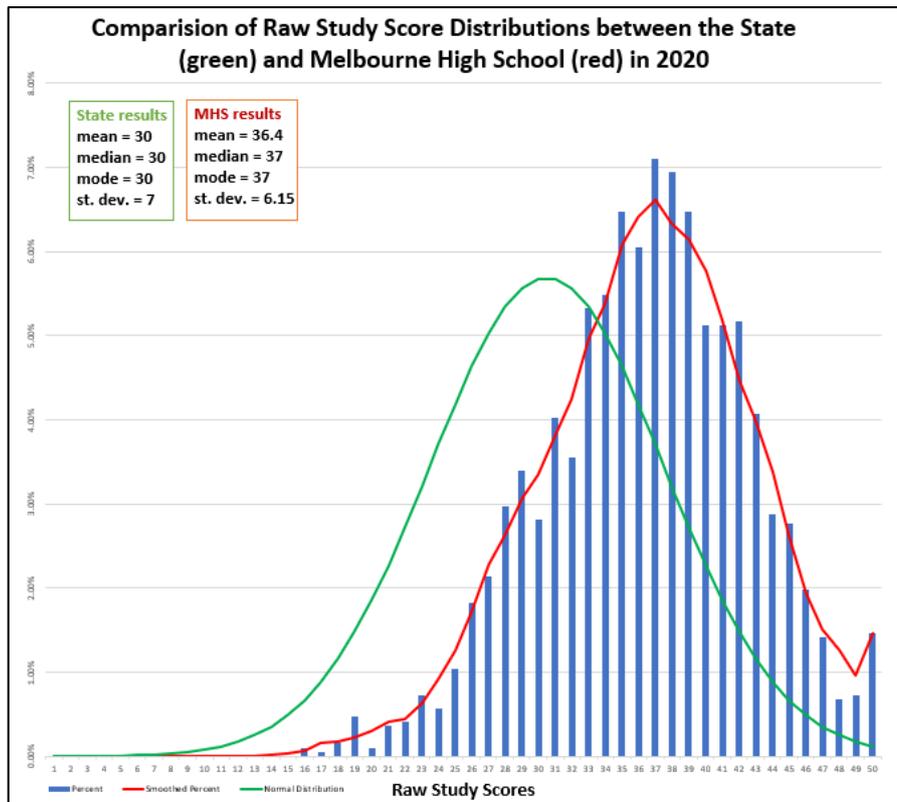
NA = not assessed; awarded to SACs or exams that were not submitted for assessment

It is important to remember that in 2020 a process of “consideration of disadvantage” was taken into account when calculating raw study scores to compensate for complications to student education caused by the periods of remote learning. This somewhat muddies our interpretation of the data.

Raw Study Scores

The VCE results from 2020 show that the students from Melbourne High School performed significantly better than the state, with much less variation of raw study scores within the cohort. The mean study score for Melbourne High School students is approximately one standard deviation greater than the State-wide mean. This data is consistent year-to-year.

Comparison of Raw Study Score Distributions between the State (green) and Melbourne High School (red) in 2020



	mean [^]	median [#]	standard deviation [*]
State results 2020	30	30	7
MHS results 2020	36.4	37	6.15

[^] The mean study score is the average score achieved

[#] The median study score is that in which 50% of study scores are higher than this score, and 50% are lower

^{*} The standard deviation is a measure of variation; the lower the figure, the lower the variation between scores

Five-year comparison of median raw study scores for all VCE subjects studied at MHS

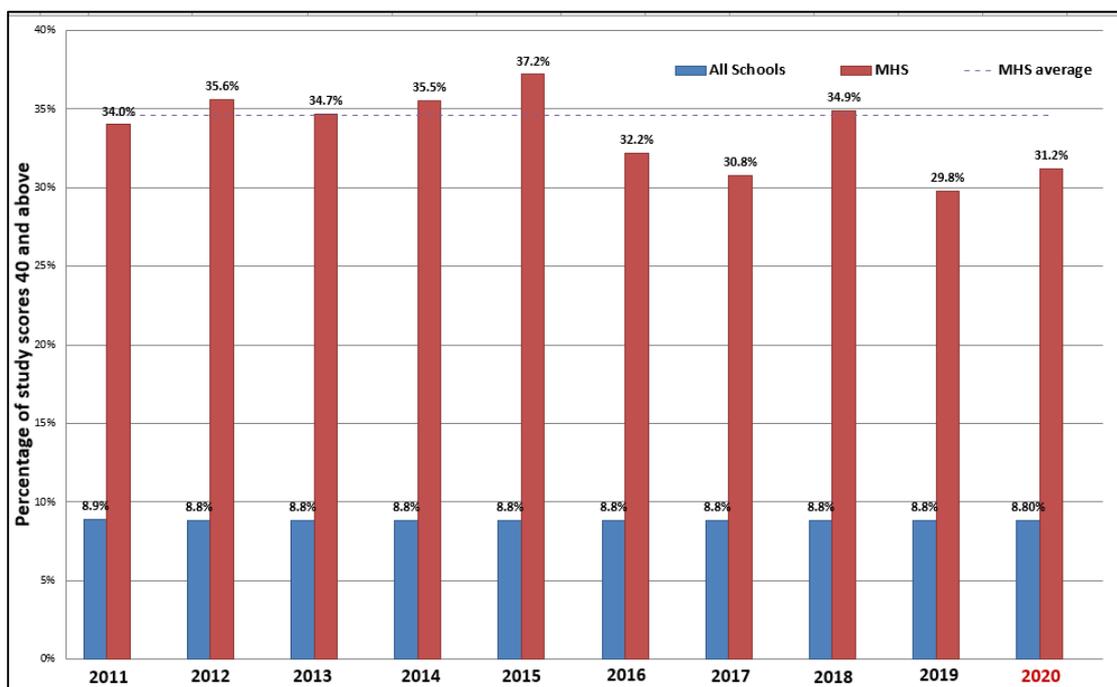
VCE Study	Median Raw Study Scores				
	2016	2017	2018	2019	2020
Accounting	38.5	38.0	38.0	38	38
Algorithmics (HESS)	34.0	34.0	34.0	32	32
Biology	36.0	39.0	39.0	37	38
Business Management	38.0	37.0	38.0	37	38
Chemistry	35.0	35.0	36.0	35	35
Computing: Software Development	39.5	37.0	40.0	39	40
Economics	40.0	37.0	38.5	36	37
English	38.0	37.0	38.0	37	37
English (EAL)	N/A	N/A	N/A	N/A	NA
English Language	38.0	35.0	37.0	34.5	36
English Literature	35.0	34.5	36.5	37.5	36
Extended Investigation	33.0	37.0	35.0	34	31
Geography	39.5	34.5	36.0	41	41
Global Politics	36.0	32.0	40.0	33	32
Health and Human Development	36.0	34.0	35.5	30	37
History: Revolutions	36.0	37.0	36.0	36	33
Language: French	33.0	31.0	32.0	35	32
Language: German	28.0	N/A	29.0	31.5	32
Language: Indonesian 2 nd Language	36.0	33.0	39.5	33.5	39
Language: Japanese 2 nd Language	35.5	37.0	35.0	38	35
Legal Studies	34.0	38.5	35.0	36	35
Maths: Further Mathematics	39.0	41.0	41.0	40	39
Maths: Mathematical Methods (CAS)	37.0	37.0	37.0	36	37
Maths: Specialist Mathematics	36.0	35.0	35.0	35	37.5
Media	35.0	38.0	N/A	36	37
Music Investigation	N/A	-	N/A	32	31
Music Performance	N/A	37.0	33.5	40.5	40
Philosophy	N/A	-	36.5	N/A	N/A
Physical Education	36.5	37.0	37.0	34	37
Physics	35.0	35.0	36.0	35	36
Psychology	41.0	38.0	41.0	39	38
Sociology	#	36.5	34.0	37	38
Studio Arts	N/A	N/A	N/A	N/A	33
Theatre Studies	N/A	29.5	N/A	N/A	38
Visual Communication and Design	N/A	N/A	N/A	36.5	37
Whole-School Median	37.0	37.0	37.0	36	31

N/A = class too small to calculate an accurate median (less than ten students)

- = subject offered at MHS, but not run

= subject not offered at MHS

Raw Study Score of 40 and Above for All* VCE Subjects over a Ten-Year Period
(expressed as a percentage of all raw study scores)



* Data does not include subjects studied externally by students (e.g. Chinese 2nd Language)

School VCE rankings are based on median raw study score and percentage of raw study scores over 40. Based on this metric, Melbourne High School was ranked as achieving the 5th highest VCE school results in 2020.

It is important to note that in the ATAR calculations, numerous studies undertaken by Melbourne High School students are “scaled up”, so many of the students are achieving scaled scores well above 40 which are not reflected in these statistics.

For example, students scoring a raw study score of 35 in the Language subjects offered at Melbourne High School would experience the following scaling in 2020:

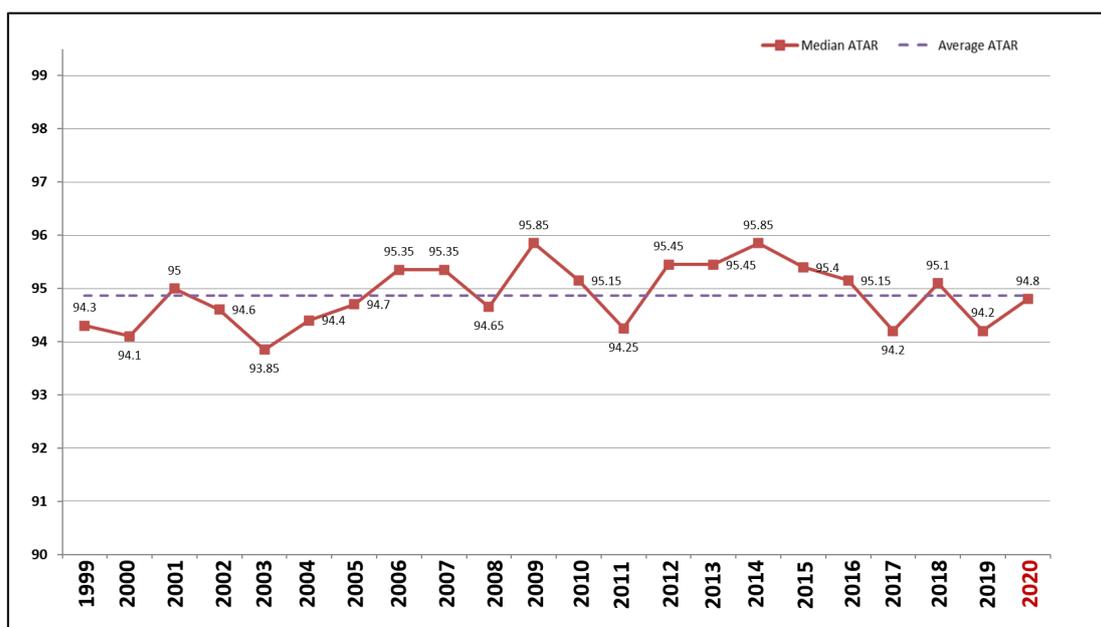
Language Subject	Raw Study Score	Scaled Study Score
French	35	45
German	35	44
Indonesian 2 nd Language	35	42
Japanese 2 nd Language	35	42

N.B. All Language subjects offered at MHS scale higher than Mathematical Methods

ATAR

In 2020, the median ATAR score for Melbourne High School students was 94.8. The differences between year-to-year ATAR medians are mostly less than 1 point and fluctuate around a median score of 94.8. The long-term data shows that Melbourne High School continues to perform well above the state average.

Long-Term Median ATAR Scores for Melbourne High School



The long-term, average median ATAR for Melbourne High School students is 94.9

In 2020, the top 15.5% of our students achieved ATAR scores of 99.00 and above; while the top 48.3% of our students achieved ATAR scores of 95.00 and above.

Four of our students achieved a perfect ATAR score of 99.95.

91.8% of all our students achieved ATAR scores of above 80.00, meaning that they achieved scores equal to, or better than, 80.0% of all the students completing VCE in 2020.

The lowest 5% of our ATAR data consists of students who have achieved ATARs between 75 and 56.4.

VET Results

VET (Vocational Education and Training) continues to be a viable choice for students. In 2020, 37 students studied the following VET courses: Cert III in Allied Health Assistance, Cert II in Automotive Studies, Cert II Business, Cert II in Engineering Studies, Cert II Horticulture, Cert III in Screen & Media, Cert II Small Business, Cert III Laboratory Skills and Certificate III in Music Industry.

This opportunity for breadth of choice in VCE studies, together with our strong VCE programs in English, languages, music, humanities, the arts, commerce, mathematics, physical education, information technology and science, are important in giving our students every opportunity to develop their talents and achieve life and career goals.

Unfortunately, certain students were unable to complete the VCE VET subject by VCAA called *Structured Workplace Learning Recognition* and again this was due to the COVID-19 pandemic. This subject is based on a student studying a VCE VET course and completing 80 hours in a work placement/s.

Melbourne High School's Vocational Education and Training (VE&T) participation remained steady between 2019 and 2020. Our participation rate compared with the state is very low. Our completion rate, however, is consistently very high with students achieving 100% in 2020, surpassing the state average. The median VCE/VET study score achieved by students in 2020 was 37.

Whilst the percentage of students engaged in VET at Melbourne High School is very small, including it in the curriculum adds to the diversity and choice of studies we offer. Those who take a VET study report that they enjoy the competency-based training and value the skills that it gives them. Very few of the students continue the VET study at a tertiary level, though some use it to gain employment to help support them whilst studying a degree course or use their VET course as a pathway into a related tertiary course.

Student Destination Data – Year 12 Students 2020

Where have our Year 12 students gone after leaving school in December 2020? This data has been sourced from VTAC enrolment data and direct contact with past students. Note that, there is still some data that needs to be verified primarily by each past student to ascertain where they are studying in 2021. This is because these students have received multiple offers from institutions within Victoria, interstate and overseas.

Definitions of the categories are as follows:

University enrolled - the percentage of young people who responded to the survey and were enrolled in a university course.

TAFE or VET enrolled - the percentage of young people who responded to the survey and were enrolled in a TAFE or VET course. TAFE and VET courses are vocational education and training courses at a variety of certificate levels, mainly at Certificate IV and above.

Apprentice or trainee – this is the percentage of young people who responded to the survey and are undertaking an apprenticeship or traineeship. Apprenticeships and traineeships combine paid work and relevant training underpinned by a training agreement.

Employed - the percentage of young people who responded to the survey and are employed either full time or part time that are not undertaking education or training excluding deferrals.

Looking for work – this is the percentage of young people who responded to the survey and are looking for work and are not undertaking education or training excluding deferrals.

For the destination data in the table below it is important to understand that many students received multiple offers to study at universities locally, interstate and overseas. The Careers Office is still currently investigating to see where exactly each student has gone to study their preferred course at their preferred university. As shown in the table, there are many students who have yet to indicate to us their accepted offer and preferred university to study in 2021. To date, no information has been received from other tertiary admissions centres such as QTAC, UAC, SATAC, TISC and the University of Tasmania on whether or not our Year 12 students did receive offers from these tertiary admission centres. In

addition, very limited information has been provided to the Careers Team directly from interstate universities as to whether offers have been accepted by our students and what course they are studying and at which university they will be completing these studies. Some of these institutions will not be able to provide this information to us because this would be a breach of their privacy policy.

Institution	Number of Offers Offered ^	Number of Offers Accepted by Student *
Deakin University	13	2
La Trobe University	11	2
Australian Catholic University	3	1
Monash University	215	77
RMIT	20	4
Swinburne Uni. Of Technology	12	6
University of Melbourne	122	36
TAFE	0	0
Interstate Universities:	9	8
• University of Adelaide	1	1
• ANU	3	3
• Curtin University (WA)	Not Known Yet	0
• Griffith University	Not Known Yet	0
• James Cook University:	2	2
• UNSW	1	1
• University of Queensland:	1	1
• University of Sydney	Not Known Yet	Not Known Yet
• University of Tasmania	1	Not Known Yet
Overseas Universities:	2	2
• NZ	1	1
• USA	1	1
Employment	1	1
VCE or GAP Year	1	1
TOTAL	407	140

Denotes:

* To date, direct contact has been made with these students who have confirmed the following information to us:

- (a) Accepted course they have decided to study for 2021;
- (b) Description of type of degree i.e. single or double degree / graduate package course; and
- (c) The university they will be undertaking these studies.

^ There are more offers from interstate universities which would not be present in this data because none of this information has yet to be made available to the Careers Team.

Student Enrolment, Engagement and Wellbeing

Ms Rosemary Dickson, Registrar

Melbourne High School continues to attract a geographically and socially diverse range of applicants for entry into all year levels. Admission to the School is by examination with a small discretionary factor. A supplementary intake occurs at Years 10 to 11. Students apply from the greater metropolitan Melbourne, country Victoria, interstate and overseas.

Year 9 remains the main entry level to MHS. In 2020, 308 places were available for Year 9 entry in 2021. There are four select entry schools in Victoria and for the eleventh time the entrance examination was managed by the Department of Education and Training. For sixteen years the exam has been conducted at the Royal Exhibition Building. However, in 2020 due to the ever-increasing numbers of applicants the Department changed the exam location to a higher-capacity venue. The entrance exam was scheduled to take place on Saturday 13 June at the Melbourne Showgrounds in Epsom Road, Ascot Vale. Due to continuing coronavirus restrictions the exam was rescheduled twice and took place on Saturday 14 and Sunday 15 November. A total of 3466 students sat the entrance examination for 308 places at MHS, 250 places at The Mac.Robertson Girls' High School, 208 places at Nossal High School and 200 places at Suzanne Cory High School. Of the 3466 students who sat the entrance exam for entry at Year 9, 1131 selected MHS as first preference, 977 selected Mac.Rob as first preference, 762 selected Nossal High as first preference, while 596 selected Suzanne Cory High as first preference.

The number of applicants is lower than last year when 3671 students sat the entrance examination. Of these, 1304 selected MHS as first preference, 1002 selected Mac.Rob as first preference, 738 selected Nossal High as first preference while 627 selected Suzanne Cory High as first preference.

The Department of Education reported that several parents of applicants enrolled at private schools were obliged to pay their 2021 school fees by the end of September 2020. As the entrance exam was rescheduled to 14 and 15 November, these parents had paid their 2021 fees and, therefore, withdrew their son's application to apply for a selective-entry school.

To provide the entrance examination results and offers of places to the four schools as quickly as possible, DET removed the essay-writing sub-test from the entrance examination. The marking time was shortened and the first round of offers were issued to parents of candidates on 16 December 2020. Subsequent offers of places continued through the school holidays; the last offer being made on 27 January 2021.

2020 saw the fifteenth entry of a significant intake at Year 10, with 35 students enrolled. This has been a successful process and will continue to see the Year 9 enrolment reduced by 28 every second year to accommodate this change. As usual an academic abilities assessment test was undertaken by the candidates. Whilst originally scheduled to take place at Melbourne High School in mid-June, the test was undertaken by 178 candidates online in early August.

Candidates also submitted a written application and short listing and interviews then took place. Whereas shortlisted applicants have always been interviewed in groups of six, in 2020 all 60 applicants were interviewed using Skype.

The number of applicants in 2020 was slightly lower than in 2019 when 233 applications were received.

In 2020, 7 students were enrolled into Year 11 under the two-year VCE Visual and Performing Arts and Humanities Intake. Eleven applications were received.

The overall School enrolment remains consistent with only slight variations in numbers from year to year. Total enrolments in the five preceding years are as follows:

2015 - 1370 students

2016 - 1365 students

2017 - 1360 students

2018 – 1361 students

2019 – 1364 students

2020 – 1369 students

'Attitudes to School' Data Years 9 - 12

Years 9 to 12 students are asked to complete an Attitudes to School survey each year.

2020 Student Attitudes to School Survey

Melbourne High School

2020 Student Attitudes to School Survey

Preliminary Topline School Report for Melbourne High School

Please note: this report illustrates 'live' results as responses are submitted by students, and will dynamically update until the end of the survey period (November 13). Detailed school level reporting will be provided by the Department later in the year.

Total number of submitted student responses: 412

Overall response rate: 30%

Please note: Overall response rate is based on headcount information provided by schools on the portal (n=1,363)

Please note:

- Where less than 5 students have answered a question, these results have been suppressed (*) to prevent the possible identification of individuals.
- An asterisk (*) at the end of a question text indicates that both mainstream and accessible survey results have been included in that row, where relevant.
- Results for questions may not add up to 100% where some students did not provide an answer.

EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT

	% Positive
Effective Teaching Time	72%
My teachers provide learning outcomes for each lesson	50%
My teachers give me feedback about my work	87%
The feedback that my teachers give helps me understand how to improve	77%
My teachers are well prepared	81%
My teachers ask me to explain my answers	85%
My teachers use more than one way to check that we understand	61%
My teacher asks me questions that challenge my thinking	83%
My teachers know when we understand the lesson and when we do not	59%
My teachers take the time to summarise what we learn in class	54%
My teachers explain difficult things clearly / My teacher helps me understand things*	73%

Differentiated learning challenge	60%
My teacher understands how I learn	49%
My teachers explain things in different ways to students who need it	67%
If I don't understand something, my teachers explain it another way	78%
My teacher gives extra help when students need it	84%
My teachers give different work to students depending on their ability	29%
Stimulated learning	68%
My teacher makes the work we do in class interesting	63%
My teachers motivate us to think in our learning	77%
My teachers are inspiring	64%
Effective classroom behaviour	79%
Students at this school treat teachers with respect	81%
My teacher sets clear rules for classroom behaviour	88%
If students misbehave in class, my teachers manage it effectively	77%
Students at this school treat each other with respect	83%
Students are rewarded or acknowledged for appropriate behaviour	49%
My teacher expects students to pay attention / My teacher expects me to listen*	96%

TEACHER-STUDENT RELATIONS

	% Positive
Teacher concern	50%
My teacher seems to know if something is bothering me	31%
My teachers are interested in my wellbeing	69%
I can talk to my teachers about any of my concerns	51%

LEARNER CHARACTERISTICS AND DISPOSITION

	% Positive
Learning confidence	83%
I am confident in my learning	80%
I know I can keep up with my learning	83%
I enjoy tasks that challenge me	84%
Motivation and interest	81%
Things I am taught are worthwhile learning	74%
I want to learn new things*	95%
I am learning things that really interest me	75%
Self-regulation and goal setting	78%
I ask my teacher for help when I find my work difficult	72%
I come to class willing to learn	89%
I set learning goals for myself	65%
When I don't get good results, I study or work harder the next time	86%
Attitudes to attendance	95%
I always try to attend school	95%
My parents expect me to complete Year 12	98%
I try to catch up on my work if I am absent from school	90%

SOCIAL ENGAGEMENT

	% Positive
School Connectedness (Sense of belonging)	82%
I am happy to be at this school*	85%
I like this school*	85%
I feel like I belong at this school*	79%
I look forward to going to school	77%
I feel proud about being a student at this school	83%

Student voice and agency	64%
At this school, I help decide things like class activities or rules	43%
I have the opportunity to participate in decision-making at this school	67%
I have a say in the things I learn	55%
I have the opportunity to influence class discussions by presenting my ideas or opinions	84%
My teachers incorporate student ideas in class activities	65%
I feel that I have a voice at this school	65%

SECONDARY SCHOOL ASPIRATIONS

Do you plan to complete a Year 12 certificate?	% Selected
Yes	98%
No	1%
Unsure	1%
What qualification are you currently working towards?	% Selected
Victorian Certificate of Education (VCE)	98%
Victorian Certificate of Applied Learning (VCAL)	0%
International Baccalaureate (IB)	0%
None of the above	1%
Unsure	1%
In the year after leaving school, what do you plan to do?	% Selected
Go to university	93%
Do an apprenticeship or traineeship	0%
Go to TAFE / study a VET qualification	0%
Do paid work / look for a job	1%
Care for your child, other relative, or similar person	0%
Take a break before studying (e.g. gap year)	3%
Other	0%
Unsure	3%

STUDENT SAFETY

	% Positive
Advocate at school	75%
At this school, there is a teacher or another adult who cares about me	75%
There is a teacher or another adult at this school who believes that I can be successful	76%
At this school, there is a teacher or another adult who listens to me when I have something to say	79%
I have someone at school who I can share any problems with	76%
There is a teacher or another adult at this school who tells me when I do a good job	77%
I can trust my teachers with private or confidential information about me	58%
Managing bullying	78%
This school deals fairly with bullying problems	67%
At this school there is support for students who are bullied	76%
I feel safe at this school*	91%
Respect for diversity	77%
All students are treated fairly at this school	74%
Students in this school respect each other's differences	86%
At this school, we learn ways to resolve disagreements so that the outcome is satisfactory	68%
Teachers at this school treat students with respect	82%

EXPERIENCE OF BULLYING

	% Yes
I have been bullied at my school this term	2%
I have often been teased in an unpleasant way or called names at my school (verbal)	7%
Other students often leave me out of things on purpose or spread rumours about me at school (social)	2%
I have been hit, kicked, hurt or threatened on purpose by another student (physical)	2%
I have often been picked on by another student from my school while online or on social media	3%
	Derived proportion
Proportion of students who are experiencing cyberbullying	19%

PERCEPTIONS OF SCHOOL

	% Often or almost always
Enjoy being in school	82%
Hate being in school	10%
Try to do your best work in school	87%
How pressured do you feel by the schoolwork you have to do?	% Selected
Not at all	5%
A little	31%
Some	43%
A lot	21%

HEALTH AND WELLBEING

	% Good, Very good or Excellent
In general (usually) how would you describe your health?	83%
In the last 6 months, how often have you had each of the following?	% At least weekly
Headache	16%
Stomach ache	8%
Backache	17%
Feeling low (sad)	30%
Irritability or bad temper	28%
Feeling nervous	32%
Difficulty getting to sleep	33%
Feeling dizzy	8%
	Derived proportion
Proportion of students with positive psychological development (high levels of resilience)	77%
	Derived proportion
Proportion of students who show high levels of psychological distress (depressive symptoms).	16%

PHYSICAL ACTIVITY

Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?	% Selected
0 days	13%
1 day	7%
2 days	10%
3 days	18%
4 days	13%
5 days	13%
6 days	10%
7 days	16%

USE OF ELECTRONIC DEVICES

	Derived proportion
Proportion of students who use electronic media for more than two hours per day.	76%

PEERS AND FAMILY RELATIONSHIPS

	% Agree
The students in my class(es) enjoy being together	90%
The students in my class(es) are kind and helpful	88%
Other students accept me as I am	90%
I have an adult(s) that I trust and would turn to for advice if I was having problems	75%
	Derived proportion
Proportion of students who have someone to turn to for advice when having problems.	95%
How often do you talk to your friend(s) on the phone, or send them text messages or have contact online?	% Selected
Rarely or never	4%
1 or 2 days a week	8%
3 or 4 days a week	14%
5 or 6 days a week	15%
Every day	59%
How are you at each of the following?	% Good / Very good
Letting your friends know you like them by telling them or showing them	64%
Introducing yourself to someone for the first time	63%
Helping someone feel better when they are upset	81%
Showing that you care when someone talks about their problems	88%
Letting someone really get to know you	69%
Staying friends with people	88%

EXPERIENCE OF COVID-19 (coronavirus)

	% A lot / a great deal
Overall, how much has COVID-19 affected your life in a good / positive way?	20%
Overall, how much has COVID-19 affected your life in a bad / negative way?	29%
In the past 2 weeks, how often have you felt each of the following when you think about COVID-19?	% Sometimes or Often
Nervous	50%
Calm and relaxed	89%
Worried about my health	44%
Worried about the health of my family members	72%
Stressed about leaving my house	37%
Lonely, and missed seeing my friends	82%
What have been the most positive outcomes for you?	% Selected
More time to relax	51%
Getting more sleep	41%
Feeling like I have more control in creating my own schedule	27%
What have been the most negative outcomes for you?	% Selected
Not seeing friends or family in person	65%
Having to stay at home	41%
Not going to school	40%

Both the MHS student survey and ‘Attitude to School’ data continue to show that students are highly engaged in schooling and closely connected to both the School and their own peers.

Student Services

Mrs Jennifer Mill, Student Wellbeing Coordinator

Melbourne High School is committed to providing a safe, secure and stimulating learning environment. Student wellbeing and learning outcomes are inextricably linked. The Student Services Faculty at Melbourne High School provides a comprehensive range of services to support students in meeting their full potential.

The Student Services Faculty consisting of the Student Wellbeing Team and Careers and Work Education Department, provide students with careers counselling, emotional and psychological support, health education and health support, personal development skills, life coaching, goal setting and study skills advice.

The Student Wellbeing team comprises the Student Wellbeing Coordinator, Mrs Jennifer Mill, Mental Health Practitioner (Psychologist) Ms Cecilia Martin, Counsellor, Dr Ellie Kirk, School Nurse, Ms Lisa Delahunty, Pastoral Care worker Mr Jay Varcoe. Jay resigned from his position in Term 3 2020 and was

replaced by Mr Long Nguyen. Dr Kirk resigned from her position at the end of 2020 and moved to Canberra. We wish her well in her future role with Relationships Australia.

The Department of Education and Training provides access to Educational Psychologist Ms Leigh Erasmus, and Speech Pathologist Ms Sophie Hudson on a consultative basis.

Mrs Annette Travers, the Careers and Work Education Coordinator, retired at the end of Term 1 2020 following 12 years working in this role. We are grateful to Mrs Travers for her commitment in supporting our students in their exploration of career pathways and choice of university courses. Mr Bill Theodoropoulos commenced in this role in Term 2 2020. Mrs Annabelle Yeaman, Work Experience Coordinator, works diligently with Mr Theodoropoulos encouraging students to research possible career paths, future work goals and tertiary education opportunities. The work undertaken by Bill and Annabelle aims to ensure that a wide variety of career options are considered by students. They review all tertiary course applications and check that course requirements are met by students. Student's VCE subject selections are assessed to determine if they permit the student to undertake the tertiary course of their choice.

Weekly contributions to *OURS* from Student Services provides current and relevant information to the School community on a range of wellbeing topics, community programs, and careers advice. Information provided includes wellbeing tips and advice for students and parents, a wide range of access numbers for support agencies, and promotion of events and information sessions relevant to young people and their parents.

The link between student, school, and home is a key ingredient to academic, physical and emotional wellbeing. The large number of individual students and families who request assistance from Student Services is testament to the value the school community places on their support. The work undertaken by Student Services staff is carried out with the highest level of professionalism, empathy, and confidentiality. Melbourne High School is fortunate to have a Student Services department of this calibre.

Health Centre

The Health Centre and School Nurse are key resources for Melbourne High School. Lisa Delahunty, the School Nurse, supports students and families in the breadth of physical and mental health issues present within the School community.

In 2020 Lisa supported the school community in the management of the COVID-19 pandemic. With two periods of remote and flexible learning, the Nurse's role transformed into a telehealth and wellbeing support role for staff and students.

When face to face learning resumed, the School Nurse became the frontline of defense in the school's battle against covid19, implementing the Health Screening Program. A team of dedicated staff assisted each morning in the delivery of this program to ensure our school remained a safe place to work and learn.

Although we experienced many changes last year, from the number of people who could be in the Health Centre due to physical distancing, more frequent cleaning etc., the Nurse continued to provide health support to the school by way of medical treatment for issues such as sprains and strains, fractures and dislocations, asthma and allergies to name but a few. Lisa also develops Health Support Plans for students who are experiencing health conditions.

Lisa is the schools Anaphylaxis Supervisor, oversees the routine school immunisations and staff flu vaccination program, first Aid training for staff, provision of first aid advice for camps, excursions, and sporting events. Lisa is a Health and Safety representative (Educational Support Staff) on the OH&S Committee and works collaboratively with the Wellbeing team and Student Learning Coordinators for the best outcomes for our students.

Student Wellbeing

From 2008 – 2020 Melbourne High School received funding under the National Chaplaincy in Schools Program. Jay Varcoe and Long Nguyen's position within the Wellbeing Team was funded through this grant. Jay supported the Year 11 Mentor Program, and Long supported students with their time management, wellbeing, engagement and connection to school.

Year 11 Student Mentors are assigned a Year 9 or 10 Form group to support throughout the year, travelling to Millgrove camp with their form group and regularly attending form assemblies. Junior students value the connections made with their senior peers and their insights into school life. With limited groups attending Millgrove in 2020, Student Mentors engaged with allocated form groups through online activities.

The annual Mother and Son night for Year 9 families was held in Term 1. This evening provides an opportunity for mothers and their young person to have a broader understanding of the other's viewpoint. Due to COVID-19 restrictions, the Father and Son night for Year 10 families was unable to be held in 2020.

Unfortunately, Melbourne High School was not successful in securing ongoing funding through the National Chaplaincy in Schools Program. Long Nguyen was farewelled from the Wellbeing Team at the end of 2020.

The implementation of remote learning in 2020 challenged all members of the school community. The Wellbeing team provided families with information on supporting students' learning from home and advice on looking after their wellbeing.

Throughout the remote learning period all students completed weekly check in surveys that reviewed time management, challenges, connection with peers and relaxation activities. All responses were reviewed by the Student Learning Co-ordinators and Wellbeing team. Students who rated themselves at the lower end of the scale were contacted by members of the Wellbeing team and a conversation on what challenges were present, options for working through the challenge discussed and assistance was offered to help implement changes.

On the initial return to school in June all students completed wellbeing screening surveys. Any student that was shown to have lowered wellbeing met with a member of the Wellbeing team. Results of the surveys show that 20% of Year 11 & 12 students acknowledged having signs of stress/distress: worry, trouble relaxing, feeling on edge, trouble concentrating. Survey results from Year 9 & 10 students show 50% of students felt anxious and under strain in the 2 weeks prior to returning to school. Melbourne High School responded to the survey results by providing a 'soft landing' on return to school; encouraging classroom activities that fostered student connection and re-engagement over academic endeavours.

The Department of Education recognised that VCE students had faced reduced access to learning because of the extended period of remote learning. Data was collected from VCE students on their

remote learning experiences: access to device and internet, learning environment, reduced access to practical subject activities and individual circumstances. Information provided from students was used by the Wellbeing and Careers teams to determine the level of impact of remote learning for each student. Information on the level of educational disadvantage experienced by students was provided to both the Victorian Curriculum and Assessment Authority and Victorian Tertiary Admissions Centre.

Throughout 2021 the Student Services team will continue to monitor the wellbeing of students and their engagement and connection with the school. School connectedness is an important protective factor for many students. It influences regular school attendance, which is key to improved academic and health outcomes.

Careers and Work Education

Mr Bill Theodoropoulos, Careers Co-ordinator

The 2020 school year required students to undertake remote learning from home for extended periods of time. This did impact the running of certain Career activities which are normally run during the year such as the Annual Careers Night and the delivery of the vocational tool Career Voyage for Year 10s. Despite this handicap, the Careers Office had been able to function appropriately both in face-to-face contact and remotely, thus allowing students to find out about careers and courses delivered locally, interstate and overseas. The Careers Office offers students a great range of literature provided by tertiary institutions as well as an opportunity to research information via programs available at school and online.

In 2020 the State Government continued to fund the *My Career Insights* program at Year 9. There were two stages to the program:

- Stage 1: Morrisby Profile Online Assessment. This took place over three periods during a set date.
- Stage 2: Each student received a Morrisby Profile Report and had an online 30-minute one-on-one meeting with an accredited career advisor from outside the school, who explained the report to the student. These interviews took place over several days in the second last week of Term 2 and on two other nominated days in Term 3. We had various qualified career practitioners conducting these interviews all day over these nominated days. Nearly all Year 9 students were interviewed over these days.

The Year 10 Career Voyage program was postponed indefinitely for Year 10s in 2020 due to the pandemic. Nine students completed Career Voyage as their vocational tool since they had not completed one in their previous school. However, VCE teachers, IT and the Careers Team helped create VCE subject videos, which were prepared for access to all Year 10s so that they could establish an idea of what subjects they would like to study next year in Year 11.

Year 12 students were busy throughout 2020. Term 1 saw the introduction of an early application process at ANU and the introduction of the Hanson Scholarship at the University of Melbourne. Due to the COVID-19 pandemic, students received their Study Scores and ATAR at the end of December. This meant there was a delay in students receiving their VTAC offers until mid-January 2021. It was crucial that students and parents be clear on how the system was going to work and the importance of the VTAC briefings for students was emphasized. The Post-secondary Information Evening for parents and students was conducted online in September with many attendees and two guest speakers from Monash University and The University of Melbourne. There were also some students who completed overseas applications to the USA and the United Kingdom. All Year 12 students had an individual careers

interview with either Mr Theodoropoulos or Ms Travers in Term 3 and 4 as part of their requirements to fulfill actions listed on their Career Plans. The Careers Team completed 382 interviews with Year 12s during terms 3 & 4.

Years 10, 11 and 12 used Canvas to complete their required Career Plans for 2020. This allowed us to use the plans in one-on-one sessions as well as respond online to students.

Although there was not much of an opportunity for students to do their work experience placement in 2020, those students who were able to co-ordinate this important activity did find this very useful particularly in realizing what the 'World of Work' actually involves. The work experience program has continued to provide valuable opportunities for students in a variety of work environments, allowing them to learn new skills, become aware of the demands of specific occupations and explore possible career options. Work experience also aims to develop students' organisation and planning skills and to improve their communication and interpersonal skills. Every year, it is a challenging task to find placements for over 300 students. The smooth running of the program would not have been possible without the excellent administrative assistance from Annabelle Yeaman.

Throughout the year, thorough use was made of the Student Management System Compass, and the school newsletter *OURS* to provide students with the latest career information. In 2020 the CUE (Careers and University Exchange) club continued to provide activities and relevant information to other students related to career courses and opportunities.

The 'Parent as Careers Transition Support' (PACTS) program for Year 9 parents was also cancelled because of the pandemic. Normally, PACTS is a series of two workshops developed to provide parents with up-to-date information about career transition for their sons.

A huge thank-you is extended to all who have supported the Careers and Work Education Program throughout the year. This includes the MHSOBA, staff, tertiary institutions and individuals who have all generously given their time and knowledge to prepare Melbourne High School boys for life beyond school.

Student Leadership

Ms Pelissa Tsilimidos, Assistant Principal

Many students come to Melbourne High School having been leaders at their previous schools. Leadership often presents one of the early challenges of being an MHS student: having to work harder to achieve and maintain such a role. The School, therefore, places much emphasis on having many leadership positions and experiences available throughout the year. These evolve annually but maintain the central aim of giving students as many opportunities as possible - all driven by the spirit of responsibility, community contribution, innovation, and social justice.

The 2020 senior student leadership team was active with all leadership positions and remained very supportive of the individual and the team. School Captain, Shayan Sourish, Vice-Captain, Andrew Wang and the SRC Cabinet ensured that each of the expected annual programs that did not fall victim to COVID-19 ran smoothly, while fine-tuning many others to ensure an efficient year under the most brutal of circumstances.

The annual Leadership Training Day was successfully held in Term 1. This program strengthened links within the student leadership team and created an atmosphere of responsibility and trust as we

continued to build student engagement and encourage student voice. Sadly, the traditional April role of the School Captain and Vice-Captain, organising the annual Student Leadership Camp at Millgrove early in Term 2, could not go ahead.

The SRC Student Voice continued to offer a real and virtual platform for students, but also identified an ongoing need for continued development. We committed to the highly effective model of a collaborative and mobilized SRC Cabinet which innovated the notion of leadership to one of a more distributive leadership model, hallmarking the power of a shared vision and great teamwork. Certainly, this area is becoming increasingly important as we continue to activate student voice and agency. The students of MHS are now committed to the technological and pedagogical frameworks of the school, as they work with staff on technology upgrades, classroom upgrades and defining new teaching innovations that are more collaboratively structured.

Year 11 students provide two important modes of mentoring as well as gaining leadership skills themselves. Late each year all Year 10 students are invited to nominate to be Year 11 mentors for Year 9s the following year. In February 90 students are selected to do the day-long training, with around 60 being assigned to each Year 9 form to work closely with this group. Additionally, the Year 11 Mentors are trained as Millgrove leaders, after which each attend one of the Years 9 or 10 Millgrove camps as a Year 11 leader. It was with great regret, however, that none of this exceptional program was able to go ahead during the pandemic.

Equally as affected were several of our co-curricular activities. The various clubs and societies throughout the School that have always allowed many students to pursue interests and issues, could not go ahead. We will endeavor to re-energise each group so that they may continue to provide opportunity into 2021. Such groups include PIG (Political Interest Group), SWAG (Student Wellbeing Action Group), FIG (Food Interest Group), the Heritage Society, PhilSoc (Philosophy Society), Soul Power (break dancing), Rock Club, Baka Animé, GIE (Global Issues Education), QSA (Queer, Straight Alliance Club), Indonesian Club, Students Alive, Public Speaking, Sentinel, Stage Crew, Writing Interest Group, Theatre Sports, EAG (Environmental Action Group), Peace in the Middle East group, Front of House Crew, Economics Club, Habitat for Humanity, Reptiles Amphibians and Fish Club.

The School Army and Air Force Cadets which offers year-round practical and theoretical leadership experiences for over 150 students was profoundly affected in 2020 but it did culminate in the annual cadet parade providing an emotional and spectacular farewell to our senior cadets. Certainly, in 2020 the parade acted as a much-needed dose of MHS spirit and pageantry. A welcome celebration in a year of challenge and struggle!

2020 was the fourteenth year of the Ray Willis Leadership Scheme. Sadly, due to COVID-19, it also did not run and so we look to 2021 to re-launch this amazing student leadership initiative. The annual topic is normally launched by an exciting panel or a keynote speaker. With voluntary participation, 30 cross-year-level project groups set out for five months' work. It is a test of stamina and sophisticated organisational skill on behalf of the participants and only a few groups see the project through to completion, with the four prize-winning groups presenting their findings in the Staff Centre in late October. Each winning group receives \$1000, generously donated by The MHS Foundation. We look forward to its return.

Regrettably, COVID-19 prevented the 2020 roll-out of the seventeenth year of the MHS Old Boys' Association Green Maroon and Black Club's Mentoring Program for senior students. Around 30 Year 12 boys are matched with Old Boys who provide a personalised mentoring experience relevant to the tertiary studies or future occupations to which they aspire. This is another significant annual service

offered by the Old Boys. We thank Old Boy, Adam Ashton, for his continued management of this program and look to the re-ignition of the work in 2021.

Similarly, the GM&B Mentor Program host the mid-year symposium of eminent guest speakers, where students and mentors turn out in large numbers to hear alumni presenters. Alas, this much established program also fell victim to the year of the pandemic!

On a brighter note, the Junior Leadership Program (JLP), supported by the Old Boys' Green, Maroon and Black Patrons' Club, innovated and re-invigorated to an online platform to become our most successful and popular leadership program of 2020. Beginning late in the previous year with the Leadership Symposium, the JLP explores the meaning of leadership to a combined MHS/Mac.Rob Year 9 audience. This is then followed through into the new year as students sign up for the actual program. We wish to express particular thanks to the coordinator, Wayne Chow, and his support team, Daryl Brookes and Deniz Atakan. The increased commitment from our recent Old Boys and now the Palladians, has been wonderfully affirming and this has indeed become a most exciting program. A proven Covid-proof event, our congratulations go out to all those involved.

Further Covid fallout sadly resulted in the loss of the annual Year 10 tin rattling in the city as part of the annual Red Cross collection and the various student activities run by the United Nations Youth Association (UNYA): UNYA's annual state and federal conferences and annual debating competition. All to return in 2021.

During the year students attend many outside leadership seminars and events. Once again, we had senior students participate in the Lions' Club Youth of the Year Competition. Students are assigned individually to local Lions' Clubs and begin what is hoped to be a series of knockout competitions. An hour-long interview on a weekend afternoon in front of a three-person panel is followed by a mid-week dinner. Here, families can be present to listen to the five-minute prepared speeches and two two-minute impromptu speeches from the five or so candidates. From a win at this level, about four to five more knockouts ensue to the national final. We had four boys participate this year.

Whenever leadership programs or opportunities are advertised, it is often the case of "first in best served." Our boys have a healthy desire to be involved and to grab every opportunity to improve their leadership skills. It is the School management's aim to continue to be both inventive and proactive in providing as many leadership opportunities for all students as practically possible.

Teaching Staff Report

Mr Andrew Sloan, Assistant Principal

As a result of COVID-19 restrictions many staff had to cancel their leave plans for 2020, resulting in many fewer changes than normal. As DET funding usually does not cover the full cost of replacements this has meant savings to the school; one positive outcome, at least, from a very disrupted year.

The following staff were on leave for all of 2020: Anne Paul, Todd McNeil, Kristen Hinchliffe, Libby Briggs, Josh Slocombe, Peter Cogo, Mike Fitzgerald, Simon Holcombe, Olivia Doherty, Anne-Marie Brownhill.

Returning to Melbourne High school after a period of leave were: Paul Morton and Flip Rusden.

Ongoing staff who left Melbourne High School either during the year, or at the end of the year, were: Bill Flanagan, Mike Sarbinowski, Annette Travers, Martin Middleton, Chris Bush, Emily Missen, Karen

Hodgson, and of course our Principal, Jeremy Ludowyke. We thank them all for their years, and in some cases, decades, of service to the school. Sadly, during the year, the school mourned the passing of much-loved instrumental music teacher Grant Wallis. The school's marching band, which Grant mentored for so many years, has been renamed the Tattam-Wallis band in his honour.

The following staff were on leave at different times across the year: John Dovey, Barbara McColl, Megan Wilson, Ute Kreher, Kellie Porter, Josie Belvedere, Sandro Bisetto

To take the places of staff on leave the school was fortunate to retain the services of: Sam Owen, Karen Bonczyk, Janice Barton, Fran Penfold, Vicki Stewart, Penny Latham, David Blencowe, Tian Yuan, Dimi Charalambous, Elouise Slattery, Haibo Wang, Daniel Berry.

Joining the school on an ongoing basis this year were: Emi McRae and Alexandra Cutts (both recent graduates), Silvy Wantania, Monica Morscheck, Bill Theodoropoulos, Stephanie Pearson.

At the start of the year the school's Effective Full-Time teaching staff (EFT) was 83.2, a reduction from 2019's figure of 85.4 achieved through staffing efficiencies without impacting on the teaching program. The Melbourne High School program necessitates the covering of a lot of classes and activities; however, careful management of allotments can result in staff savings, which are important due to the high cost of our experienced staff.

The staffing process is carried out by the experienced team of Assistant Principal Andrew Sloan and Timetabler Jan Devlin. Thanks to the many staff who either sat on selection panels or were involved in the induction and mentoring of new staff.

All teachers at Melbourne High School are registered with the Victorian Institute of Teaching (VIT) and have a minimum Bachelor's degree and teaching qualifications. Eight have PhDs. Twelve are old boys of the school.

Pre-service Teachers

Melbourne High School has had a long and fruitful association with the M.Teach program offered by the Melbourne University Graduate School of Education. Several of our current staff members have come through the program. In 2020 we welcomed ten teacher candidates throughout the year. The school also accepted candidates from Deakin and Curtin Universities. 2020 was a very difficult year for those undertaking their teaching degrees; in many cases they were only able to meet with their mentors and classes virtually. Thank you to the following MHS staff for their commitment to the education profession through their mentoring of pre-service teachers: Amanda Carroll, George Marotous, Marlowe Wynne-Woodley, Morgan Levick, Edward Shin, Dimi Charalambous, Wai-Yuen Fong, Mark Goodey, Ute Kreher, Danni Thomas, Anna Berlin, Mark Kaderle, Martin Middleton, David Owen, Ray Pask, Fiona Webster, Dean Griffiths, Silvy Wantania, Chris Moore, Kelli Simpson, Lachlan Stewart. Congratulations to all the teacher candidates on their choice of education as a career. We wish them all the best for the future.

PROFESSIONAL LEARNING AND PROFESSIONAL CONTRIBUTIONS

Mr Ken Ong, Leading Teacher: Professional Learning

When teachers commit to the teaching profession, they are effectively committing to lifelong learning. For the staff of Melbourne High School, this plays itself out in everyday processes, short-term and long-term planning, and the development of knowledge within their subject area and the extension of

practice as pedagogical practitioners. In this way, Melbourne High School is committed to ongoing professional learning through external and internal avenues.

Due to the disruptions of 2020, the usual Performance and Development Plans were replaced with a Statement of Expectation, to allow staff to focus on the pivot to remote learning and its associated challenges. Three expectations were stipulated:

1. Teaching and Learning

All staff would contribute to the development and delivery of effective teaching, learning and health and wellbeing programs and the efficient operations of their school/s, consistent with their professional responsibilities.

2. Resources

All staff would contribute, consistent with their professional responsibilities, to the effective development, delivery and deployment of resources, including human, financial, equity funding, physical, learning and health and wellbeing. This would include the resources that enable the delivery of flexible and remote learning as required, with a particular focus on ensuring that disadvantaged and vulnerable students can fully participate in either flexible and remote learning or on-site provision.

3. Collaboration

All staff would participate in collaborative professional relationships, identifying and sharing good practices, including in flexible and remote learning and on-site provision.

As usual, our new staff were invited to undertake a comprehensive induction program, including weekly information sessions. Colleagues, faculty and subject coordinators, leading teachers and administration also provide ongoing support. A detailed handbook containing an A to Z of the School's machinations has become a fundamental companion to allow for an easy and effective transition for all our new staff.

Traditionally, Melbourne High School teachers have played a pivotal role in writing and editing textbooks, serving on executive panels as writers, contributors to, and reviewers of, new VCE study designs, writing papers for subject journals and other educational publications, presenting workshops at conferences and subject association professional development sessions. The teachers at Melbourne High School are also essential contributors to the Victorian Curriculum and Assessment Authority (VCAA) on VCE advisory and examination panels as Chief Assessors, Assistant Chief Assessors, and markers. Below are just some of the contributions our teachers have made to the wider educational community, beyond the numerous professional development that is offered by staff for their colleagues.

VCE Examination Assessors 2020

Steven	Bowler	Music Investigation (Performance exam) and Music Performance
Philippa	Capon	Indonesian (Oral and Written exams)
Samuel	Crocket	Psychology
Kate	Crossley	English
Lauren	de Bomford	Extended Investigation (Critical Thinking Test and Written Report)
Mark	Dipnall	Music Performance
Dianne	Frost	Specialist Maths
Gayle	Gardner	Music Performance
Christine	Gelok	Music Performance (Performance exam)

Mark	Kaderle	Economics
Ute	Kreher	Chemistry
Barbara	McColl	GAT
Sonya	Mulholland	Biology
Ken	Ong	Extended Investigation (Critical Thinking Test and Oral exam)
Raymond	Pask	Geography (Assistant Chief Assessor)
Robert	Sette	Chemistry
Edward	Shin	Specialist Maths
Haibo	Wang	Specialist Maths
Silvy	Wantania	Indonesian (Oral and Written exams)

Writing or reviewing of educational resources

Blair Mahoney – *Idiom*, Volume 56, Number 3, 2020: 'A Happy Medium (or, how I learned to stop worrying and love writing online; or, how I got my students to enjoy writing more and stop stressing about grades)' (Author)

Sam Crocket – ACED: VCE Units 3&4 Psychology Trial Exam (Author)

Cecilia Martin – Mental Health First Aid Australia: Mental Health First Aid Training (Reviewer)

Jenny Mill – Mental Health First Aid Australia: Mental Health First Aid Training (Reviewer)

Ken Ong – ACED: VCE Units 3&4 Psychology Practice Exam (Editor); Psyched: VCE Units 3&4 Psychology Trial Exam (Editor)

Raymond Pask – Geography Teachers' Association of Victoria, VCE Textbooks: *Unit 1 Hazards and Disaster*, 3rd edition (Author); *Unit 2 Tourism: issues and challenges*, 3rd edition (Author and Curriculum Consultant); *Unit 3 Changing the Land*, 3rd edition (Author); Unit 4 Human Population, 3rd edition (Author).

Presenters at conferences

Dianne Frost – Maths Association of Victoria: 'Meet the Assessors' Professional Development for Units 3&4 Specialist Mathematics (Presenter)

Chris Ireson – Texas Instruments Australia: Using the CAS calculator effectively to explain concepts and solve exam questions in Units 3&4 Mathematical Methods (Presenter and accredited National T³ Instructor)

Advisory committees

Steve Draper – VCAA: Study Design Review Panel for Physics

Raymond Pask – VCAA: Examination Panel Chair for Geography

Education Support (ES) Staff

Ms Fran Walshe, Business Manager

The number of non-teaching staff appointed by Melbourne High School for 2020 was seventeen funded by DEECD funds, and thirteen by the School Council. They gave vital support and assistance to the administration, teachers and students, as well as providing liaison with the wider community. The team responded flexibly to the school's needs across the lockdown periods enabling smooth administration to continue.

As Business Manager, Fran Walshe has maintained the School finances and records in a most efficient and effective manner. Christine Peterson provided excellent financial support as the Assistant Business Manager. Fran Walshe has been well supported by administrative officers Kellie Porter and Karen Hodgson, who have maintained efficiency and good humor in the face of many demands on their time and talents. The General office sadly said goodbye to Karen Hodgson as she retired at the end of 2020. Marty Donald has worked tirelessly managing the student absence system. Rosemary Dickson, as Registrar, has provided excellent support to our new intake students and their parents. Annabelle Yeaman, in the position of Assistant to Student Services and VASS Co-ordinator, has provided much needed support in this area, especially for the careers and Year 11 Work Experience program. The Careers department warmly welcomed Bill Theodoropolous as coordinator of the program. Reception and telephone have been the responsibility of Bec Leahy, our ever-patient Receptionist. Katrina Hebblewhite, who typically provides support to the Principal and three Assistant Principals and undertakes the role of secretary to School Council during the year, shared this role with Louise Hall during 2020. All members of the administration team provide courteous and caring service and support to teachers, staff, parents, students and the wider School community.

The Library Technicians, Denise Beanland and Jenny Krasnowski, have provided efficient support to all staff and students, and liaised with our parent volunteers. Roslyn Clark and Krishna Kishor as Laboratory Technicians provided invaluable backup and class preparation in the science faculties. Leena Bird, who was on maternity leave during 2020 was ably replaced in Chemistry by Matze Hilder. In providing much needed support for the maintenance of computer hardware and computer systems, Karun Pathmanathan (Network Manager), Chaykhon Lee (DET) and Tam Tran (DET) have worked tirelessly, developing systems and ensuring the smooth functioning of the network. This team has provided superb support to staff and students. Our Systems Manager, Wes Stanczyk, has again developed highly sophisticated methods to maintain and manage the school's databases and software needs, providing the students and staff with state-of-the-art systems. David Ball, as ICT Manager, has taken responsibility for implementation of new systems and financial management in ICT, as well as co-ordinating changes in DET technician staffing.

The Director of Sport, David Veale, and all the staff and students involved with the School's extensive sports program were ably supported by Lisa Carruthers, who not only provided administrative support, but also assisted at many sporting events developed for delivery online. Brett Rushton provided invaluable support as the Arts Technician during the year and continues to work with the school to ensure much-needed support to the art faculty and the drama and musical production teams at the school.

Bocca Foods, who unfortunately were unable to operate the canteen for most of 2020 left the school at the end of the year. They will be replaced in 2021 by Elynwood Catering. Thank you to all the parents who volunteer in the canteen, thus enabling the School to maintain this essential service and offer a healthy and diverse menu for students.

Library

Ms Monica Morscheck, Teacher Librarian & Head of Library

Melbourne High School Library's vision is to offer a modern academic experience, emulating what students will find in their further education. In practise, the Library places the needs of its users; students and staff, at the forefront of the services it offers. In a COVID year the Library adapted, and in many ways, improved these services.

The Library upgraded its virtual presence on CANVAS, the schools teaching and learning platform. We used visual links to our resources and information on accessing them effectively. One of the databases was searched 13,446 times and close to 2,500 items downloaded, proving that our upgrades were supporting students onsite and off. We enabled the "Ask the Library" virtual information desk, with a maximum 60-minute question turn around. Numerous upgrades were made to the LibGuides platform, a shift from resource curation to learning activities. The Library ran a webinar series during remote learning. We offered over 23 hours of content, worked with 20 student leaders and numerous teaching peers, on subjects such as online privacy, academic writing and authentic speech making. Additionally, webinars offered students social interaction and debate, such as "What will MHS look like post-COVID?".

The Library has four teacher librarians who ensure the services reach the Library users. The teacher librarians are information and resource specialist. In addition to offering specialist collaborative teaching programs across the school, the teacher librarians teach across the curriculum, for example, Ms Tania Sheko and Ms Suzannah Hawtin teach English, English Language and Personal Development. They have established professional networks within the school and have become trusted members of the teaching staff. The number of English classes coming to the Library for Literature Circles was excellent, resulting in nearly 200 titles borrowed and read by the students.

Although the annual total numbers of loans were down 40% on previous years, the students still read. The second lockdown period, with a pre-lockdown fiction promotion and library tech Ms Denise Beanland running a postal borrowing service, saw the Library deliver 1950 books to the homes of students.

The appointment of a new Head of Library, Ms Monica Morscheck, the Library fulfilled many goals of the first Library Strategic Plan 2019-2021. Ms Morscheck brings a clear vision of fostering a co-operative Library team, who all contribute to the success of the Library. The goals reached included building quality collections and embedding these into CANVAS, reviewing staffing rosters to allow more teaching availability, and changing the floor layout to maximise student-centred learning.

Academic Mentoring had existed as a sub-set of the Library study skills program, taught predominantly before or after school for selected students. One of the Library Strategic Plan's goals was to expand Academic Mentoring. In 2021 Academic Mentoring will be an independent program, working closely with Well-being and the SLC's, thus supporting students affectively. Ms Catherine Morton will leave the Library two days a week to run the program.

Ms Pam Saunders said when ending her six years as Head of Library, "I hope the future library will continue to be one of [caring and innovation]", and the Library believes it will continue to be that place for the MHS students.

Facilities

Mr Geoff Hare, Facilities Manager

2020 was an unusual interruptive year for facilities, as it was for all aspects of school life. When the lockdowns hit, the school was closed to all external users as well as to the school community. As a result, many of our programmed maintenance contractors could not attend. This did not mean a break for our Facilities Manager, Geoff Hare, who continually monitored the site.

Throughout the COVID-19 lockdown, DET's contracted cleaning service provider, Spotless Services, continued to provide routine and periodical cleaning duties including administering progressive enhanced cleaning under direction from DET to comply with DHHS COVID-safe protocols. Enhanced cleaning at the end of each school day remains unchanged and will be reviewed by DET towards the end of Term 1, 2021. For most of the year, Enterprise Services, who provide additional cleaning services as required, were not onsite due to COVID restrictions. Similarly, Elite Turf Services and Growth Industries who together maintain our grounds were unable to operate as they usually would. While most programmed maintenance was cancelled, scheduled essential services programs such as routine fire infrastructure inspections, emergency maintenance requests, pool and air conditioning maintenance could proceed during the series of lock downs throughout 2020.

Some work had been completed on the Hockey Ground which is operated under a license agreement between the school and the MCC Hockey Club, specifically the replacement of field lighting lamps. External bookings for all sports facilities were cancelled from Term 2 onwards.

Valeo Constructions completed their lease of the former P2 & P3 rooms, which they were using as site offices. We expect these to be taken up by Figurehead Constructions when construction begins on the Centre for Higher Education, 669 Chapel St South Yarra.

Coulson-On-Site managed by Anthony Coulson continued to remote access our specialised automated pool dosage equipment to monitor and record our pool water quality to ensure our pool water quality remained industry-compliant. Towards the end of 2020, partially because of COVID-19, new pool regulations were introduced. The Department of Health upgraded the compliance regime for public swimming pools. Under these new protocols, which came into effect December 14 2020, our pool has now been re-classified as a Category 1 aquatic facility and is therefore subject to heightened maintenance and water quality compliance requirements. Essentially this means the presence of a qualified 'Pool Manager' trained in aquatic technical services is required to monitor and maintain water quality whenever the pool is being used – both for school and external use – and follow strict make-safe reporting protocols if a water quality incident has been identified. Currently the school is in negotiation with a service provider who may be able to assist with providing qualified personnel to comply with the recent changes to DHHS Public Health and Wellbeing Regulations relative to aquatic facilities to allow school swimming programs as well as after-hour swimming programs to resume.

The Millgrove Outdoor Education Centre

Mr Tim Hatten, Millgrove Co-ordinator

Millgrove 2019+1

Part 1

This year may well be remembered as the year that everyone wanted to forget and it is easy to understand why. However, a couple of overriding themes have come out of it. “We are all in this together” and “we have to make the most of what we have”. The first six Year 9 camps ran quite smoothly, with lots of fresh-faced students quickly finding their place in MHS life. Murmurs of a looming pandemic grew with the result that the last camp for term one was ‘postponed’. None of us imagined that we would not get back for so long.

In mid-September I was asked to send a copy of the photos from the last camp in term one to their form teacher, Ms Azcona. Before I put the USB stick in the mail, I had a look through the photos, and it was like looking into a time capsule of life BC. The students of 9A were all participating with joy and enthusiasm in the program of activities. Raft building and canoeing at Auravale Lake, mountain bike riding in the hills around Millgrove, cooking damper on the campfire, getting very wet and muddy in the caves at Britannia Creek and. A highlight of this camp for me was the ‘Back to Basics’ night when all of the year nine students ‘slept out’ under the stars, oblivious to what was ahead of us.

The staff at Millgrove, cooks Kalli Blunt and Nerine Smith, trainees Alec Peterson and David Offerman, Megan Wilson and I all said our goodbyes and headed home to ‘sit out’ the pandemic, unsure of when we would be back but quietly hopeful that it wouldn’t be too long. About the middle of term two we had cause to get a bit excited that we may be able to re-commence camps and we re-structured the program to cater for the new COVID Safe requirements. Alas our hopes were dashed by the second wave.

Part 2

As Term 2 ended, it looked unlikely that our Year 10 program would be able to run at all. In Term 3 a request came from school that we run a camp program online. Never to shy away from a challenge, we put our heads together and came up with Millgrove Lite. There is no way that you can ever replace the actual experience of coming to Millgrove in person and spending five days living with your form, sharing the fun and challenges of working together in teams and partaking in the range of activities on offer. Nevertheless, Millgrove Lite became a great success in a different way. It was able to engage and connect the isolating Year 10 students. They were challenged to consider why we take risks in the outdoors, explore their dream adventures, create their own ‘fancy damper’ recipes, compose their own photos of nature, learn to tie knots, teach each other about first aid, and more. A co-operative team event “The Great Gear Challenge” had forms coming together to source as much of the necessary gear as they could to go cross country skiing for a day.

A program of activities was offered over the Term 3 holidays, then we all came together again in Term 4 for some final activities before getting back to school. These comprised an ‘Hour of Power’, getting as far as we could collectively either walking, running or riding, a one hour ‘Everest Challenge’, where we gained the most increase in altitude as a year level, and finally a year-level ‘camp-in’, forgoing our comfortable beds to sleep in a tent or on the veranda, in the lounge room or wherever we could manage

given the restrictions of having to socially isolate and not stray more than 5km from home. All in all, the Millgrove Lite program offered choices to help 'ride out' the difficulties of the pandemic.

A large proportion of the Year 10 students posted hundreds of contributions on the Millgrove page of Microsoft Teams. Students partook in challenges, learnt new skills, expressed how they were feeling and made connections with each other.

Though not as good as the real thing, Millgrove Lite filled the gap left by the cancellation of the Year 10 program and helped everyone to make the most of what we have in this difficult time. One of the activities was for students to submit applications if they wished to become mentors for Year 9 & 10 forms in 2021. Nearly 90 students wrote incredibly sincere and thoughtful applications detailing amongst other things, the deep appreciation they had for their mentors in Year 9 and the value they gained from having a Millgrove Experience that year.

Heritage

Timothy Lyddy, Year 12 (2021)

The Heritage Society had a rather quiet year in 2020. Due to the circumstances, there was little activity within the club. However, the year 2020 will be remembered in the school's history books for many other happenings, outside of COVID-19.

2020 marked the 115th anniversary of the founding of Melbourne Continuation School. This incredible milestone represents the school's ongoing contribution to producing well-rounded young men, who become active and responsible citizens.

The School also witnessed the end of a 16-year era under Mr Jeremy Ludowyke's leadership. His contribution, both to the school as Principal and as Supervisor of Heritage Society will not go unrecognised. He will always be remembered as a strong leader, deeply passionate about the school's heritage, which the Society is incredibly thankful for.

Looking forward to 2021, the Society is excited for more opportunities to engage with students and the broader MHS community and recruit new members to carry on and contribute to the vast heritage of the Castle on the Hill.

Year 9 Involvement and Co-Curricular Program

Mr Marcus Sharp, Assistant Principal

The Year 9 Involvement Program is a part of the School's extensive co-curricular program and is designed to help students to assimilate into Melbourne High School through meeting students and staff with similar interests, and to enable students to experience the breadth of activities available at the School. All Year 9 students are required to participate in a minimum number of activities which are grouped in divisions ranked by time commitment: Division A requiring more than Division B and it more than Division C. It is expected that students will remain involved in the co-curricular program throughout their time at MHS. Most students become committed to at least one involvement and many commit to several. This is part of MHS's philosophy of 'More than Just Marks' – an education of the

mind, body and spirit. Participation in involvement activities is recorded and counts towards the awarding of the Melbourne High School Diploma at the end of Year 12.

The choice is rich and varied and students form new clubs and involvement activities each year. Some of these are as follows:

Division A: Air Force Cadets, Army Cadets, lacrosse, rowing, rugby, symphony orchestra & water polo

Division B: athletics, Camerata, cricket, hockey, musical or play (lead role), volleyball, stage band, Tattam Band, Robotics

Division C: AFL football, Ballroom Dancing, Basketball, Big Band, Chorale, Cross Country, Davis Band, Debating, Musical (orchestra member), Musical / Play (stage crew) Musical / Play (supporting role), Soccer, Soul Moves (Breakdance), String Orchestra

The teachers who oversee these involvement clubs and activities donate their own time, enthusiasm and expertise to develop new skills and interests in the students to complement and enhance the broad, liberal education that MHS offers. They are to be warmly thanked for their time, energies and much appreciated contributions for they add greatly to the rich educational experience of MHS.

Music at MHS

Mr Gareth de Korte, Director of Music

As a core of the curriculum at Melbourne High School, Music seeks to instil in each of its students a sense of wonder and discipline. Our students are involved in a variety of activities, both in class and in the performance space.

A school's musical tradition takes years of fostering to ensure its health and growth. Like a garden, it needs the planning and tending to ensure its establishment and continued healthy fruition, with judicious rooting out of the old and less fruitful. The benefits of school music are well researched and documented; its value is worthwhile and fulfilling.

The secret to a rewarding study of music is that we be active participants; the act of just listening to music is not enough. The classroom music program, massed singing, ensembles, and instrumental lessons collectively provide theoretical and practical applications, fostering an education that truly strives to inform and nurture the student and participant, so that they may become life-long, resilient learners and participants. This broadening of the student's experience, doubled with their appreciation of a holistic education, aids the creation of a 'smarter' Australian.

Of course, one cannot think of 2020 in Melbourne (as well as the world) without the spectre of a global pandemic, and the resulting lengthy lockdowns that the school community had to endure. While there was little to show and celebrate from the 2020 in a tangible sense, I was extremely proud of the way the Instrumental Teachers worked so extraordinarily hard to provide a meaningful instrumental curriculum for all their students – overcoming many technical obstacles to deliver online music lessons throughout the extended lockdowns. It is necessary for them to be acknowledged for their effort and commitment to Music Education in such difficult circumstances.

Staff Changes

2020 saw a change in the Music Department with Todd MacNeal returning to his native England to look after his ailing parents, and Ms Penelope Latham being employed to fill Todd's vacancy. We were extremely saddened by the sudden loss of long time Drums, Percussion and Bass Guitar teacher Grant Wallis, who sadly died in early August of 2020. His drums and percussion teaching was filled by Mr Daniel Berry. Mr Damien Ryles was employed at the end of 2020 to teach Bass Guitar and he will start in 2021.

The Classroom Music Program

This continues to grow, both in the core Year 9 program and through our Year 10 elective program. The Year 9 course still fosters a theory and practicum philosophy, with further breadth added in 2017 with one of the constant reviews of the need of the students and their needs and interests. Gareth de Korte and Penelope Latham have been instrumental in fostering of a greater instance of IT-based learning in Year 9, while looking forward to a future without the Mac Computer lab. In 2020, Penelope Latham was fantastic in her work transferring the core elements of the Year 9 classroom program onto Canvas to ensure students had the best music learning outcomes while learning from home. She also delivered an amazing Music Craft program in the year 10 elective. Mr Angus Grant oversaw an incredibly effective online course for the Unit 1 and 2 Music Performance students in year 10. I commend the efforts of the classroom staff for their sterling work in online delivery during the lockdowns. In VCE there were seven students studying Units 3 and 4 Music Performance, and nine studying Units 3 and 4 Music Investigation – of which eight were involved in group performance. These students worked extremely diligently during 2020 at school when they were allowed, and at home during lockdown. MHS was fortunate to have Sankeert Kapatkar earn a perfect score of 50 in Music Investigation which was a testament to his persistence and diligence on his instrument in extraordinarily trying circumstances.

The Massed Singing Program

The year, due to the Pandemic, has seen a forced hiatus of the Massed Singing program, due to the 'high-risk' factors of singing in groups. There has been a few notable online attempts for smaller groups working together to perform songs and this demonstrates the boys' commitment to the singing program at the school, and their desire to see that it continued even when at home.

House Music and Choral Competitions

The House Music and Choral Competitions, held at Melbourne Town Hall in March, are a highlight each year with all students in the School involved in singing for their House. We were exceptionally lucky that due to the lack of availability of the Melbourne Town hall in our preferred week, and running the event a week earlier than we wanted, led to the Competition happening, as the State went into lockdown the following week. High levels of dedication and commitment were on display as each House vied for honours. Special thanks to all performers, conductors, accompanists, soloists and House Co-ordinators. We were privileged to draw upon the expertise of three outstanding adjudicators: Emma Rodda, Jayne Turner and Nicholas Cowall. The adjudicators were impressed with the level of musical prowess and student-directed ensembles across the board.

The Instrumental and Vocal Program

Our strong instrumental program continued, with over 800 boys involved in instrumental lessons and ensembles, despite the Pandemic and the lockdowns. A special thank you goes to all instrumental music teachers, under the leadership of Penelope Latham. They devote many hours, ensuring that our

students receive every opportunity. Through their dedication, the students were able to still participate in music throughout the entire year.

Student Leaders

The Music Department has always benefited from the hard work of many dedicated students who show leadership and commitment in both formal and informal roles. The Class of 2020 has had a particularly bad year – through no fault of their own – yet the leaders displayed all the best qualities of leadership and desire for the best Music Program available. Music Captain Bill Huang and Music Vice-Captain Victor Liew have provided exemplary leadership and have set an extremely high standard for their successors.

Acknowledgements must also be made of the School pianist, Thomas Zheng, and the senior and junior pianists who supported him.

The Friends of Music

While the efforts of many teachers and students help to make the Music Department function, this is only part of the equation. The support and dedication of family and parents ensure that we can deliver quality programming.

It is through the work of the Friends of Music that we can provide extra resources to our students. Their fund-raising has assisted with the purchase and upkeep of instruments as well as other materials that directly impact upon the level of excellence offered in the ensemble program. Very special thanks for their many hours of constant dedication and assistance. Special mention must be made of their superhuman fundraising efforts to raise money for the Department. Many heartfelt thanks go to them and their helpers.

The Music Department is a large and important part of the School's culture and ethos. It is very much a part of the public face of the School. As shown, especially at Speech Night, music involves every student at Melbourne High School in one form or another through massed singing, ensembles, and the classroom program or instrumental tuition. All of this is the result of the combined efforts of many dedicated and talented performer/educators. I wish to thank them all for their dedication and support throughout the year, in particular Angus Grant for his assistance and leadership of the choral program; Penelope Latham for her leadership of the instrumental music program; and finally, our Music Administrators for their administrative support and assistance in all facets of the Music Department. Working together as a team with the dedicated and talented instrumental staff, their support made 2020 a year where, despite many obstacles, music continued to thrive at Melbourne High School.

Debating

Ms Helen Bekos and Mr Mark Kaderle, Debating Co-ordinators

The 2020 debating season was, like many activities, significantly impacted by COVID-19 restrictions. However, some debating competitions were able to go ahead online. The debating co-ordinators, Ms Helen Bekos and Mr Mark Kaderle, were assisted by Debating Captain Safwan Aziz and Vice-Captain Ivan Tat to navigate the brave new world of online debating.

The Debaters Association of Victoria (DAV) Schools Competition moved to an entirely online format this year, with debates taking place on Zoom or Microsoft Teams. Three of our teams managed to qualify

for the state finals series. Ananya Goswami, Jack Walton, Ashwin Prakash and Oliver Arms made it all the way to the Year 11 state grand final, narrowly going down in a split decision in the final, to be named state runners up.

British Parliamentary (BP) debating consists of four teams of two speakers, with the addition of points of information (interrogating questions) adding to the thrill of the debate. The BP competition was also conducted online over two days. Congratulations to Adit Sivakumar, Sheraz Shakeel and Leo Louis who won the Years 9 & 10 division of the BP competition.

On an individual note, Ravine Witanachchi was awarded the DAV's Year 9 Swannie Award. This award recognised Ravine for having the highest Year 9 average speaker score in the DAV Schools Competition.

Melbourne High School's debaters are to be commended for the enthusiasm and flexibility they showed in adapting to debating in a new format. Even online, the students were able to demonstrate their teamwork, sportsmanship, and public speaking flair. Nonetheless, we are all looking forward to hopefully more in-person debates in 2021!

Sport at MHS

Mr David Veale, Director of Sport

Along with many things this year, the Melbourne High School Sport program took a huge hit in 2020. With the majority of Sport cancelled from Term 1 onward, many, many students missed out on the opportunity to represent the school on the field, on the court or in the pool. For this reason, we were only able to nominate Cricket and Rowing for colours and there was no Alec McKenzie Sports Champion in 2020.

The school 1st XI Cricket team and the first rowing crew were able to continue their high standard during Term 1 and were right on track to perform well in the SSV finals and the National Rowing Championships until they were cancelled at the last minute. Thanks to Michael Fitzgerald (Cricket) and Paul McGann and Chris Bush (Rowing) for their continued hard work and time committed to these fantastic programs.

Forrest Coordinator, Dr Shaun Kemp celebrated another win in the House Swimming Carnival to kick start the Cock House Competition. Forrest, captained by Edward Caldwell and William Sheehy, were particularly strong in the 17s age group. Congratulations also to the 2020 age group swimming champions, Stone Ma (15s), Louie Amorosi (16s), (16s), Nick Wu (17s) and John Chan (18-20s). Como stepped up to the plate in the second major house event, winning the House Athletics Carnival. In the face of all the challenges we faced this year, thank you to all House Coordinators; Marlowe Wynn-Woodley, Rob Sette, Mark Goodey and Shaun Kemp, their age group staff, and their House Captains for another successful Cock House Competition.

The success of our sport program relies on the commitment of our students, who despite the arduous demands of their academic studies, continue to represent both their school and their house with great pride and enthusiasm. Congratulations to the students at Melbourne High School for yet another positive year in sport, especially in the face of all the challenges.

One final major thank-you to Lisa Carruthers who by title is the Assistant to the Director of Sport, however in reality is so much more than this. Lisa works tirelessly behind the scenes to ensure that every element of the Sport program is organised and runs smoothly. Lisa is the key behind the success

of everything related to Melbourne High School Sport! Thank you, Lisa, from myself and the staff and students at the School.

Rowing

Mr Paul McGann, Rowing Co-ordinator

The 2020 rowing season began in earnest in Term 2, 2019 with small boats skills work on the Yarra (x3 per week) as well as weights in the gym each Monday, Wednesday, and Friday mornings. Thursday mornings were set aside for Physical Conditioning exercises and running on the Oval, so the rowers certainly had their plates full with their pre-season programme. This level of activity was maintained throughout Term 3 and was complemented with the Winter Sculling Series where our MHS Rowers competed in a weekly long-distance regatta schedule each Saturday during the winter months. By the time Term 4 arrived, our hardy rowers were as fit as trouts and strong as oxen, dead keen to begin their quest for success at the 2020 National Championships in Sydney in March.

Our Senior Rowers trained right up to 22nd December, had a short break through to 7th January then restarted their weekly routine over the Summer holidays of 5 mornings per week from 7am till 1pm through to the start of the school year. Their first regatta was at the Rutherglen Sprint Regatta in early January where they excelled, winning 5 events and followed up with impressive performances at subsequent regattas throughout February and early March. So, our Nationals' prospects were looking good. Then came COVID!

Just before the second last regatta for the season, the Scotch-Mercantile regatta in Nagambie, the Victorian Government imposed COVID-19 Lockdown #1, so our season came to a screeching halt. Like most Victorians, our rowers felt empty and lost with their dreams of competing and perhaps even winning a medal at the National Championships now gone. After such a long and arduous preparation over the previous 4 years, our rowers finished their 2020 season in a mindset of frustration and incompleteness.

We should use this experience as a salutary lesson that we should always treasure the present and use every day to live our lives to their fullest. Sometimes life throws us curve balls and obstacles and even though we might have worked hard, it is persistence that always shines through in the end. Our rowers personified these traits when they continued to train on their own at home throughout the lockdown period looking towards their next challenges that 2020 was to throw their way.

It was now incumbent upon the Years 9, 10 and 11s to carry the torch and continue to train hard during the successive Lockdown periods. Numerous Zoom group training sessions were held each week to keep everybody on track and accountable and our MHS boys exceeded all expectations by teaming up regularly online to drive each other along throughout the boring months at home. By the time we returned to school, those who had taken School rowing machines (called ergometers or ergs for short) had done hundreds of kilometres of training at home. They had laid down a solid body of work in preparation for the 2020/21 season in typical determined MHS style. So well done to our future champions as they all strive to Honour the Work and make MHS proud.

2020 also saw the departure of our beloved Rowing Administrator/Economics Teacher, Chris Bush. Chris had been the backbone of our rowing programme for the last 6 years and we will miss him dearly. Always positive and smiling, he instilled the boys with great enthusiasm and excitement for the sport of rowing.

We wish him all the very best in his new Leading Teacher position at Prahran High School and hope one day soon, that he will return to MHS in the not-too-distant future.

GoHARD. GoFAST. GoHIGH!!

Army Cadets

Captain Steven Huysing

The 2020 training year started with the School's Open Day in October of the previous year. The Year 11 NCOs stepped up and took responsibility for the organization of the cadet display. With the current rules of the school diploma points system, we were guaranteed another recruitment bonanza. We tried to limit the intake to 90 but we topped out at 100. The recruitment process is now totally online and after four years, many IT lessons have been learnt in dealing with future cadets and their parents. The school-based December Junior Leaders promotion camp was held in CHQ with the newly promoted year 11s staffing all the key positions.

An NCO revision and JLC field testing camp was once again held in the bush near the town of Costerfield. The prospective NCOs were thoroughly tested in the art of hutchie construction, navigation, leadership, first aid and signals. After the camp, a handful of new CDTLCPLs were created as section commanders for Ramsay (recruit) company.

In March, training camp was held at Dargile SF near Heathcote. The seniors experimented with raft building as well as revising their fieldcraft while the juniors were introduced into all aspects of campcraft and fieldcraft. The CUOs rapidly learnt how much work needs to be put into a camp and what the difference is between planning and implementation.

We were lucky to have completed our term 1 commitments before the COVID lockdown was announced. With everything cancelled the cadet unit resorted to online classes conducted by platoons on MS teams. ANZAC Day was commemorated with many driveway vigils. Following this, we sadly lost our band master Grant Wallis due to ongoing ill health.

With the return to school in Term 4, army cadet home trainings started again. After the school exams we conducted a week of leadership training for the year 11s then conducted a week of catch-up training at school for the whole unit.

As part of our week of continuity training, the unit prepared and trained for an annual parade to farewell the class of 2020 as well as to farewell Jeremy Ludowyke, our principal for the past 16 years.

To make it more memorable, the cadets sang the traditional school song "40 Years On" then Jeremy was invited to march off the parade ground with the class of 2020. Overall, the parade was an excellent affair under clear skies with the Unit and Band parading the colours under the gaze of Jeremy for his last official function as principal.

Congratulations to the music department and the new band master Steve Colebrook for arranging the music and have the band rehearse it in time for the parade.

The thanks of the School are extended to the following officers: Captain S Huysing, Lieutenants M Roberts, T Jones and D Paul; 2Lt S Dedrick and M Stephen, volunteers Ms J Devlin, Ms Pip Capon as well as the large selection of old boys who volunteer to help out on every camp. Special thanks are extended to the CUOs, the RSM, the Warrant Officers and the team of NCOs.

The dedication of the OOCs, CUOs and NCOs should ensure that change is embraced and that every year provides the utmost opportunity for young people to develop new skills and to thrive and learn.

Air Force Cadets

FLTLT (AAFC) S. Kemp

2020 was a disrupted year for 415 Squadron due to COVID-19. It was the 78th year since the creation of 415 Squadron. Long serving Commanding Officer FLTLT (AAFC) S. Kemp was assisted by SQNLDR L. Huynh, FLGOFF(AAFC) A. Taylor (Both who left at the end of 2020 due to RAAF postings to the USA), SQNLDR(AAFC) James Muus LAC(AAFC) A. Khanna and AC(AAFC) Samuel Slocombe. Flying Officer (AAFC) J. Slocombe was on leave from MHS for this year. Civilian and MHSOB, Brandon Li came on as a civilian instructor.

415 Squadron operated in 2020 with 85 cadets. The results from the January promotion courses were excellent. CUO Alan Pang attended the CUO course and won the AVM Wigley sword for Dux of his CUO course. The senior squadron structure consisted of CUO Anthony Duong as Cadet XO, CUO Alan Pang and CWOFF Akesh Kumar Nambiar. They proved to be a very experienced, enthusiastic, loyal, and capable team.

Due to coronavirus restrictions brought on first by Canberra, and then by 4WG Victorian Headquarters, an Operational Pause was mandated. This meant that no Summer Bivouac or Winter Bivouac could go ahead for 2020. Nor could the normal ANZAC ceremonies, nor the Flying Training weekends. Furthermore, no online SQN training could be attempted. This despite the arrival of Air Force approved drones and a new drone training program. The Operational Pause was not lifted until 15JAN2021. A small amount of optional training did occur, including the first ever online JNCO course organized by SQNLDR(AAFC) James Muus.

415SQN was also allowed to compete again in the Australia wide Cyber Taipan cyber security competition online, trained by FLGOFF(AAFC) A.Taylor. Although two of our teams made it through to the final, neither could get on the podium like last year.

FLTLT (AAFC) S. Kemp led the squadron and now with 22 years becomes the longest serving Commanding Officer of Cadets in the history of MHS. He was ably assisted by SQNLDR L. Huynh, FLGOFF(AAFC) A. Taylor, SQNLDR(AAFC) J. Muus, LAC(AAFC) A. Khanna and AC(AAFC) Slocombe and civilian Brandon Li. They are to be thanked for their caring leadership and for their immense investment in time to the Squadron, and the School is appreciative of their effort and commitment.

To finish with some good news, 415SQN would like to congratulate its previous Commanding Officer (1986-1996) FLTLT(AAFC) Saki Ganella OAM on the award of the Order of Australia Medal for services to Education and CWOFF Akesh Kumar Nambiar on his acceptance into ADFA.

We look forward to 2021 which will be the 80th Anniversary of the Australian Air Force Cadets (and 415SQN) and the 100th Anniversary for the creation of the RAAF.

Visual & Performing Arts and Joint School Productions

Mr Lachlan Stewart, Head of Visual & Performing Arts

Hot on the heels of the 2019's successful productions, the MHS Visual and Performing Arts Department began 2020 by planning for the combined school musical in partnership with The Mac.Robertson Girls' High School.

Legally Blonde is adopted from the 2001 novel by Amanda Brown and follows the story of Elle Woods as she enrolls at Harvard Law School intending to reconnect with her ex-boyfriend, but discovers her passion for Law when successfully defending her first client.

Enthusiasm for the production was high from both campuses, with preparations and rehearsals running for seven weeks into late March, when the production was unfortunately halted due to the transition to remote learning. The extraordinary efforts of Director Edgar Wegener (Mac.Rob) and assistant Kelli Simpson (MHS) keep creativity and enjoyment as the focus of all productions, and we can only imagine the success that *Legally Blonde* was on track to become. Fingers crossed that Elle Woods returns in the future to guide us through her story! Claire Nicholson (Mac.Rob) directed a joint orchestra who were well on the way to bringing the upbeat and modern score written by Nell Benjamin and Laurence O'Keefe to life. Kelli Simpson oversaw the bright and cheerful costumes, as well as the set pieces ranging from the dorm rooms of Delta Nu to the illustrious halls of Harvard University. Our Stage Managers were Victor Yao and Maisur Rahman and Mac.Rob students Eliza Scholast and Natasha Poon. A special thank-you to all parents and staff for their support of the production.

Not to be deterred, our performing arts department devised new methods of rehearsing and performing during remote learning, with the combined school play *Lady Windermere's Fan* converted from a traditional performance to a series of monologues, with students collaborating in a virtual environment to rehearse, then performing their parts as a monologue to a panel of VCAA assessors. Our (very agile) director was Edgar Wegner, who oversaw the transition from on-site to remote learning, with support from Kelli Simpson.

Once on-site learning resumed, we were fortunate to present a live production of Louis Nowra's *Così*, performed by MHS and Mac.Rob VCE Theatre Studies students, directed by Edgar Wegner. *Così* was performed to select audience at Mac.Rob, much to the delight of students and parents alike. Our VCE Theatre Studies play, *Towards Zero*, directed by George Marotous and assisted by Helen Bekos (with Taiga Blake as Stage Manager), is expected to make a triumphant appearance in 2021 after a year in hibernation.

COVID-19's impact on teaching and learning practices affected all Visual and Performing Arts subjects, as we have most likely experienced the greatest shift in the delivery of arts education in a generation. In a short time, our dedicated and creative arts staff transitioned each of their programs to online delivery, transforming the home of each student into a makeshift studio, bringing the household into the creative and reflective process. I encourage all to read through the 2020 Unicorn as subject co-ordinators have written a brief description of what their students have accomplished during 2020, helping to appreciate the effort that all have made in producing innovative, creative, and resourceful artworks this year.

Arts Week is the most important time of the year for us, and while the events of 2020 certainly altered our traditional exhibition and performance format, we are fortunate to have a team of arts staff who worked together to create the first Virtual Arts Week, welcoming all to our curated online gallery to

share in the wonderful world of the Visual and Performing Arts at MHS. We created a virtual world to showcase the work of our students to a wide audience, celebrating the achievements of our students across all the VPA subjects we offer. The gallery is accessible for all to visit through the MHS homepage.

We would like to thank all our students for their enthusiasm and creative outputs this year, and congratulate Luke Lin for his outstanding work in Studio Arts earning him the 2020 Brysha Arts award, and Lazarus Olsen-Wilken for winning the Ray Willis Arts prize with his inspiring performance in Visual Communication Design.

Each year the Victorian Curriculum and Assessment Authority runs the VCE Season of Excellence, where outstanding achievement in the visual and performing arts is celebrated. We congratulate William Crossley for his Top Screen shortlisted film *Hard Boiled*, and Luke Lin for being shortlisted for Top Arts. We are also proud to report that Baptiste Emery won a coveted place in Top Screen 2021, presenting his animated short *Reboot* at the Australian Centre for the Moving Image.

I would also like to thank the Visual and Performing Arts faculty for their determined and pragmatic approach to 2020 – ensuring that our students were still able to express their creativity and challenge their notion of how the creative arts can represent their place in society. We thank Chris Moore and Lachlan Stewart as our Visual Communication Design teachers, Paul Morton for Media, Kelli Simpson for Drama and Theatre Studies, Mihaela Brysha for Art, Emily Azcona for Photography, Brett Rushton as Arts Technician, and Lachlan Stewart as head of Visual and Performing Arts.

As always, we look forward to the oncoming year, primed to meet the unknown and continue the tradition of success in the Visual and Performing Arts at MHS.

Year 10 Community Service Program

Year 10 Student Learning Co-ordinators Matt Roberts and Pip Capon

The Community Service Program was established as part of a compulsory co-curricular activity for all Year 10 students in 1998. Students are required to undertake a minimum of 20 hours community service during the year. The program aims to provide valued assistance to the community as well as giving each student the opportunity to develop personally by gaining understanding, compassion and tolerance towards those who are disadvantaged in the community. Students experience a sense of achievement and independence by assisting others and further enhance communication skills and cooperative work skills.

The 2020 launch of the Annual Red Cross Appeal throughout Melbourne collected over \$20,000 and all boys represented Red Cross and the School in an exemplary manner. Students also organized a volunteer placement and participated in activities that involved personal interaction with those in the community who are less advantaged, especially those that may be physically, mentally or health impaired.

The community service program was supported and encouraged by the Year 10 Student Learning Co-ordinators Matt Roberts and Pip Capon, and Assistant Principal, Marcus Sharp. The co-ordinator of the program during 2020 was Matt Roberts, whose outstanding professionalism and commitment to the students means that the program is constantly reviewed, amended and improved. He is to be warmly thanked. The involvement and encouragement of the Year 10 Form Teachers and Form Captains have ensured that students achieve significant benefits through this activity and they, too, are to be thanked for their efforts.

Melbourne High School Old Boys' Association (MHSOBA)

Since its foundation in 1907, the MHSOBA has prided itself on assisting Melbourne High School, its students and former students, in their pursuit of excellence.

The MHSOBA provides assistance to current MHS students through:

- Vocational seminars
- Scholarships
- Mentoring
- Financial assistance for students in need
- Work experience support

The MHSOBA offers SM30 memberships to current MHS students, providing them with membership until their 30th birthday at a substantial discount. Benefits of SM30 memberships include:

- MHSOBA Student Lapel Badge
- Hardcover copy of *“Strong Like Its Pillars - MHS 1905-2005”*
- Set of four Kenneth Jack prints—The MHS Series
- Member-only access to the exclusive Kelvin Club (valued at over \$800)
- Exclusive Member-only fees for hire of The Unicorn Club
- Access to exclusive Networking and Professional Development events

The MHSOBA also strives to maintain connections with Old Boys to ensure they continue to uphold the values of Melbourne High School.

Vocational Seminars

The MHSOBA conducts a range of Vocational Seminars that include the fields of medicine, law, finance, engineering and the creative arts. These are presented by Old Boys who are undertaking studies or are prominent in their respective fields.

Available to current MHS students, these seminars provide an opportunity for students to engage with fellow Old Boys, have their questions answered and gain a practical understanding of study pathways, career options and industries.

MHSOBA Mentor Program

The Green, Maroon and Black Patrons' Club is a group of MHS Old Boys committed to helping our students. An innovative mentoring scheme was initiated in 2006 where current Year 11 students are matched with an Old Boy possessing significant experience in the profession in which the student expresses an interest.

The mentoring centres on the student and their mentor exchanging contact details and having varied and agreed contacts during the school year aimed at adding to the student's knowledge about relevant tertiary courses, adult employment opportunities and aligned life skills.

Green Maroon & Black Patrons' Club – Junior Leadership Program 2019 / 2020

The Junior Leadership Program (JLP) is in its eighth year and has been conducted successfully in 2020. The JLP executive comprises Wayne Chow and Deniz Atakan in consultation with David Saul and Daryl Brooks.

Students are encouraged to think about the different styles of leadership driven by varying personalities and circumstances. Students might think about a hard-charging, "heroic" style; about a consultative, consensus-seeking and less visible style; and about some of the less glamorous tasks of leadership, including the development of the skills and profile of others and a preparedness to take lonely and perhaps unpopular decisions.

This year's incarnation builds on the 2020 program with a hybrid delivery of sessions in person and online to allow for better flexibility, smaller more targeted groups (2 Group Leaders per 10-12 students), revised session materials, and an even deeper collaboration between MHS and MacRob.

The Junior Leadership Program goes from strength to strength as evidenced by the huge response to last year's online Symposium for prospective MHS and MGHS Year 10s which has attracted high level contributions from our Palladian colleagues as organisers, speakers and aspirants as 2021 JLP Group Leaders. Planning for our Entrepreneur and Innovations event will advance in accordance with and aligned to the school's offerings in this learning space.

Now in its eighth year, the JLP is now a component of the MHS extra-curricular program. We have received feedback and further support from the more contemporary generation of old boys. Already we have identified more areas for further improvement for JLP 2021 and potentials for the JLP to integrate with the MHS Ray Willis Leadership Scheme and the Year 11 mentoring program.

Scholarships

The MHOSBA awards secondary and tertiary level scholarships thanks to the financial assistance and generosity of a number of Old Boys and their families. They include:

Bluey Truscott Scholarship

The Bluey Truscott Scholarship is awarded annually to one or two Year 10 students at Melbourne High School.

The Verma Family Scholarship

The Verma Family Scholarship is awarded to an Old Boy enrolled in an undergraduate health-science related course at any recognised Australian university.

The Mahoney Family Scholarship

The Mahoney Family Scholarship is awarded to an Old Boy who is currently studying an undergraduate or postgraduate course in Education.

The John Nguyen Trust Scholarship

The John Nguyen Trust Scholarship is awarded annually to a current Year 12 student at Melbourne High School, studying science-based subjects.

The Speros Beasley Scholarship

The Speros Beasley Scholarship is awarded annually to a MHS Old Boy who is an undergraduate studying Commerce or Business at an Australian university.

The Webber Family Scholarship

The Webber Family Scholarship is awarded annually to an MHS Old Boy pursuing a degree in Engineering & Computer Science or a STEM related degree at an undergraduate level in any recognised Australian university.

The Lambis Englezos Scholarship

The Lambis Englezos Scholarship is awarded to a selected MHS Old Boy currently undertaking undergraduate studies in any area of study with relevance to current or past Australian-French relations. It is available to students enrolled in Arts, humanities and social sciences.

MHSOBA Online

MHSOBA has a new website and continues to engage via social media platforms including Facebook, LinkedIn, Instagram and Twitter. Each year level from 1981 to 2024 has an official MHSOBA Facebook page and these are used by Old Boys to reconnect with their cohort.

To obtain all the latest news, videos, podcasts and photos from the MHSOBA, Old Boys simply need to like “The Official MHSOBA” on Facebook and follow @MHSOBAInc on Twitter. For professional networking MHS Old Boys can also join “The Official MHSOBA” on LinkedIn.

MHSOBA Business Directory

In 2020 the MHSOBA launched a long-awaited Business Directory. A bespoke networking and marketing tool, it is designed by Old Boys for Old Boys. The Directory supports B2B and B2C business opportunities and connects the greater MHS community with the products and services of Old Boys.

Events

Each year the MHSOBA delivers a range of social and networking events for Old Boys.

Reunions include one, five, 10, 15, 20, 25, 30, 35, 40 and 50-year gatherings. A Golden Years luncheon is held for Old Boys who left MHS more than 50 years ago. Including a tour of the school and held in The Unicorn Club, these are special occasions where past students reunite, network and reminisce about their wonderful time at the Castle on the Hill.

Through its sporting clubs, the MHSOBA enables the continued participation in sport undertaken by former students. Clubs include football, cricket and hockey. Other clubs may be formed if there is sufficient and genuine interest.

The Annual Dinner is the MHSOBA’s gala event. This formal occasion is one of the highlights of the year as attendees dine among friends and celebrate the ethos of Melbourne High School. Each year the MHSOBA presents an outstanding guest speaker that makes the night a truly remarkable event. On 22 May 2019, we were delighted to present Michael Gudinski AM, Founder and Chairman of The Mushroom Group.

The date of this year’s Annual Dinner is to be advised. Other events to be confirmed in 2021 include

our Annual Golf Day and AFL Finals Luncheon.

The Unicorn Club

Located on the upper level of the MHSOBA pavilion, The Unicorn Club is available for bookings for business meetings, seminars, workshops, networking events and private celebrations.

With sweeping views to MHS, the venue can be hired for half or full days, evenings and across multiple days. Members of MHSOBA and past MHS students receive a 20% and 10% discount respectively.

Merchandise

The MHSOBA has a range of merchandise and books available for purchase.

MHS Foundation

The Melbourne High School Foundation (mhsfoundation.org.au) exists to provide assistance to past, present and current students and staff. As such it is the major fundraising organisation within the school community. Through its trusts and funds, the Foundation provides unique opportunities for donors, including parents, past students, businesses, and philanthropists to support the education and wellbeing of past, present and future students and staff.

Our Trusts are:

- **The General Trust** that promotes and manages bequests, endowments, and donations to enable MHS to provide high quality camps and excursions, sports programs, equipment and facilities, vocational training opportunities, and activities that enrich the educational experience.
- **The Scholarship Trust** provides funds for scholarships, bursaries, and prizes, giving much-needed assistance to students who would struggle to meet the basic costs of education.
- **The Arts and Cultural Trust** raises funds to promote and support the Arts within the School, the City of Stonnington and the wider community. Areas of interest are music, media and theatre studies, studio arts, visual communication design, and Aboriginal and cultural heritage.
- **The Health Promotion Trust** focuses on programs that support the physical and emotional wellbeing of all the School's staff and students.
- **The Future Fund** this fund is unrestricted, enabling MHS Foundation to build financial stability and respond to the school's most pressing needs.

The Foundation also supports fundraising for the MHS Building and Library Funds.

The Foundation's key achievements in 2020 include:

The Centre for Higher Education Studies (CHES)

Eight years ago, the Foundation acquired land adjoining the school at 669 Chapel St. Since purchasing the land, the MHS Foundation has worked alongside the school and government on the development of the Centre for Higher Education Studies (CHES) on the site. The multistorey centre will include an auditorium, technology-rich learning spaces and tertiary standard science and design labs. Works will start in 2021 with construction expected to be complete by mid-2022, with a full range of programs available to students from the start of 2023. The school will work in collaboration with a group of government schools to develop the Centre.

Classroom Crowdfunding Campaign

Due to COVID19 the crowdfunding campaign for 25 March 2020 was postponed and rescheduled for December 2021.

Annual Appeal

In 2020, our annual end of tax year appeal raised the following:

2020 Annual Appeals	\$
Future Fund	56,372
Classrooms	21,092
Scholarship Trust	32,602
Arts&Cultural Trust	9,800
MHSOBA – Sch Trust	7,953
Library Fund	98
Health Prom Tr	525
General Trust	5
TOTAL	128,447

Supporting students

Through our Scholarship Trust, 65 students from families struggling to meet the basic costs of education were given scholarships, bursaries and prizes. Activities included school fee contributions, cash awards, the provision of laptops, and school uniform and book subsidies.

This has been a challenging year with COVID 19 requiring teachers, parents and students to rapidly adjust to new modes of learning. In a matter of weeks, Melbourne High School had to find and implement viable alternatives to the traditional model of teaching in a physical classroom.

The Foundation through the Future Fund worked to support the school community with the sudden change to remote learning by funding:

- Laptops and additional internet access
- Mental health support through the provision of extended counselling hours during isolation
- Increased careers advice, including an additional careers advisor during the busy time after VCE results were received.

Visit the MHS Foundation website mhsfoundation.org.au to find out more about how you can help our students achieve their full potential.

All enquiries: Melbourne High School Foundation, Forrest Hill, South Yarra, Victoria 3141 or office@mhsfoundation.org.au 03 9823 7196

Parents and Friends Association (P&F)

Ms Pelissa Tsilimidos, Assistant Principal

The Melbourne High School (MHS) Parents and Friends (P&F) is a voluntary association which endeavors to build community among the school families and to organize fundraising activities. Despite being spread across the state, many friendships have been forged as we work together as a community to support the school.

In 2020 monthly meetings were set up to enable parents and friends to plan events and to share fundraising ideas. We were able to welcome in person the new, vibrant and energetic group of parents and friends as well as those from previous years.

We were looking forward to kicking off the year with a Father & Son Laser Quest event. Unfortunately, this was not to be. One by one, the events that were planned went from being postponed to cancelled as the reality of COVID-19 started to set in and we collectively began to understand the impact of the virus.

It was a quiet year on the social front however the P&F continued to be a group who contribute to the school. The committee has continued to maintain the dialogue with the school, offering support when needed. The funds raised by the MHS P&F are channeled towards various initiatives in support of the boys and the School. This year it included the donation of face masks for the VCE students. The P&F also started to explore the ability to connect with its members online and the different ways of meeting and sharing ideas this could provide.

The P&F Executive Committee (Dave Paramanandan, Jacqui Bainbridge, Rajesh Satija, Ann Alex, Sonia Kaushik) are supported by several other dedicated parents who have contributed their talents and time to the work of the P&F. Special thanks are given to Suniti Rao for her support to the Executive committee; to Judy Robbins and her team of volunteers for their efforts to the second-hand uniform shop; and we acknowledge the Year 12 parents and friends who have volunteered during their time with the School. We bid them a fond farewell.

The P&F looks forward to engaging with the new parents of 2021 and reconnecting with the parents we have missed seeing during 2020. Together we can make a difference in the life of the School and for each individual boy.

Financial Performance

Ms Fran Walshe, Business Manager

The Melbourne High School Community through the MHS Foundation has undertaken the large project of purchasing a parcel of land on Chapel Street, abutting the School property. This purchase was finalised by the MHS Foundation during 2014. This has been financed by the generous contributions of the community to our Building Fund. Planning is now underway between School Council and DET to develop the Centre for Higher Education Studies (CHES) on this site.

The Melbourne High School community has once again provided excellent financial support through the Annual Giving Appeal, which is administered by the Melbourne High School Foundation, and Building Fund contributions, enabling the maintenance of our heritage buildings to be kept at the highest standard, along with undertaking new projects. Seven of the classrooms in the twenties building have

been refitted using donations to the 'Castle on the Hill' appeal, several more upgrades will be undertaken with a view to having the twenties building classrooms updated for the school's Centenary Celebrations in 2027.

Summary of CASES21 Revenue and Expenditure for Calendar Year MHS 2020

Revenue	2020
Govt Provided Funds - DEECD	1260387
Govt Provided Funds - Commonwealth	15674
Govt Provided Funds - State	11238
Other	33230
Locally Raised Funds	3896378
Total Revenue	5216907
Expenditure	
Salaries and Allowances	960547
Bank Charges	13380
Consumables	379972
Books and Publications	18633
Communication Costs	100857
Equipment/Maintenance/Hire	453005
Utilities	365999
Property Services	494031
Travel and Subsistence	0
Motor Vehicle Expenses/Lease	23757
Administration	95574
Health and Personal Development	7379
Professional Development	18383
Trading and Fundraising	27017
Support/Service	328229
Miscellaneous	45643
Camps/Excursions	150221
Entertainment/Hospitality	12435
Internal Transfers	0
Total Expenses	3,495,062
Total Surplus	1,721,845
Repayment of Coop Loan	100,000

* Due to COVID-19 the end of financial year varied greatly from the original 2020 budgets.



8025:Melbourne High School

General Ledger

Balance Sheet Specific Period

As at 31 December 2020

	Current	Last year
Accumulated Funds		
Accumulated Funds	-3,531,803.04	-1,809,958.03
Total Funds	-3,531,803.04	-1,809,958.03
Represented by:		
Non Current Assets		
Motor Vehicles >\$5,000	113,716.82	113,716.82
Computers/IT equip >\$5,000	634,456.33	634,456.33
Printers/Scanners >\$5,000	7,140.00	7,140.00
Computer Software >\$5,000	91,561.91	91,561.91
Furniture and Fittings >\$5,000	147,194.30	100,694.30
Musical Equipment >\$5,000	149,426.37	149,426.37
Office Equipment >\$5,000	46,470.05	46,470.05
Communication Equip >\$5,000	49,582.24	49,582.24
Plant & Equipment >\$5,000	272,389.84	255,635.09
Sporting Equipment >\$5,000	244,745.62	244,745.62
Other Assets >\$5,000	176,668.86	176,668.86
Min Ld Build Assets < \$50,000	19,720.00	19,720.00
	1,953,072.14	1,889,817.59
Current Assets		
High Yield	691,649.59	925,806.34
Official Account	295,080.97	153,311.44
Building Fund Account	720,271.98	224,716.25
Library Fund Account	3,099.31	3,100.10
Cooperative Account	2,892.65	1,333.13
Term Deposits	249,544.54	204,990.25
MHS Hockey Pav Capital Re	151,193.20	151,101.53
Accounts Receivable Control	1,082,378.23	2,487,018.67
Sundry Debtors	32,031.54	61,458.92
GST Purchases (Reclaimable)	17,591.62	26,793.42
Prov for Non-Recov Fam Char	0.00	0.00
Petty Cash Advance	34,000.00	34,000.00
	3,279,733.63	4,273,630.05
Total Assets	5,232,805.77	6,163,447.64
Current Liabilities		
Accounts Payable Control	34.95	-24,242.94
Revenue in Advance	-1,243,176.80	-3,806,430.65
Leave Provision LSL/Annual	-157,312.55	-118,861.55
GST on Sales	-548.33	-3,954.47
	-1,401,002.73	-3,953,489.61
Non Current Liabilities		
Co-operative Loan	-300,000.00	-400,000.00



8025:Melbourne High School

General Ledger

Balance Sheet Specific Period

As at 31 December 2020

	Current	Last year
Total Liabilities	-1,701,002.73	-4,353,489.61
Net Assets	3,531,803.04	1,809,958.03

Appendix: MHS 2030 Statement

1. A Twenty-first Century Curriculum

The goal of the Melbourne High School Statement of Purpose is to nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty-first century.

The tertiary education environment and the nature of work is undergoing rapid and unpredictable change and this will continue across the next 12 years. To lead successful and socially responsible lives, our graduates will need to be adaptable and resilient with the agility to adapt to and thrive in changing circumstances.

Tertiary education and professional employers are increasingly seeking graduates who are lifelong learners who can adapt their skills to ever changing circumstances. General capabilities that have application across a range of employment fields will be more valuable than discipline specific knowledge and qualification.

This has already seen a shift from the School's traditional focus upon academic content and disciplines towards the development of general capabilities identified in the *National Declaration on Educational Goals for Young Australians* and the MHS Statement of Purpose.

Initial changes have been made to the Years 9 and 10 curriculum and assessment and reporting practices to introduce C21st capabilities however the School will need to explore options to maintain this momentum in Years 11-12. This may include consideration of curriculum models such as the International Baccalaureate.

The development of the Centre for Higher Education Studies represents an expansion of the School's role as a state-wide provider for students of high academic ability. It will also foster partnerships with tertiary institutions and other agencies.

Our curriculum must also be better tailored to the educational and development needs of our academically able students. This may include greater differentiation and flexibility in programs and pathways and more opportunities to apply skills and capabilities in real world situations. The role of the School's co-curricular programs in the development and assessment of C21st capabilities must also be considered.

Our graduates report significant disenchantment and disengagement with tertiary studies and the School will explore more flexible pathways and partnerships with tertiary institutions particularly through the Centre for Higher Education Studies.

MHS Statement of Purpose Capabilities

- Study a curriculum that embraces all learning areas and balances breadth and depth of focus
- Are lifelong learners with the agility to adapt to changing circumstances
- Are able to think critically and deeply within and across learning areas

2. Supporting Professional practice

The quality and effectiveness of our teachers in the School's most important resource. Research demonstrates that effective teaching is the school-based factor with the greatest impact upon student achievement and engagement.

The School's research suggests that a student's performance is significantly impacted by the relative effectiveness of their teacher and the match between that student's preferred learning style and the teaching approach of the teacher.

The School has been moving towards a more consistent and explicit approach to teaching based upon contemporary evidence-based research and practice and this must remain a key strategic focus in the coming years.

The emerging focus upon C21st capabilities such as collaboration, creativity and innovation will require a new model of teaching and learning. The impact of digital technology and new approaches to online delivery have had a dramatic impact upon teaching and learning in the past decade and the classroom is no longer the essential location for learning. The School should explore innovative modes of curriculum delivery.

More needs to be done to create a cohesive and collaborative professional culture, promote continuous professional learning and development and support teachers to focus upon improvement of their professional practice.

The School must also redesign both its teaching and teaching spaces to reflect new directions in pedagogy and curriculum.

MHS Statement of Purpose Capabilities

- Are able to work independently and collaborate in teams and effectively communicate ideas
- Are enterprising, show initiative and use their creative abilities
- Are creative and innovative in their thinking and application of learning

3. Student Wellbeing

The MHS Statement of purpose commits the School to a well-rounded education that will prepare our students for all aspects of their future life. The capabilities required to lead successful and socially responsible lives extend well beyond the scope of a traditional academic program. The School must also nurture every student's emotional, mental, physical and spiritual wellbeing.

The School's extensive co-curricular program is essential to the School's educational philosophy and purpose and is as essential to the School as its academic program. The co-curricular program will be given a more central and explicit role in the School.

The impact of the pressures and demands upon young people in a less certain world is evident in lower indicators of health and well-being both in the wider community and amongst our students.

The School has responded to this both within the curriculum and through provision of support services however this will remain a key priority for the School.

A key focus will be upon developing each student's resilience and self-efficacy both in learning and in life. Rather than develop as independent and autonomous learners, many students rely on teachers and tutors to learn. Equally, we must encourage students to exercise greater agency in making decisions

about their education and life. This will include a willingness to give students a more active voice in the School.

The School aspires to prepare students for their adult roles in families, the community and the workforce. There needs to be a more explicit plan for how this is to be fostered.

MHS Statement of Purpose Capabilities

- Able to manage their emotional, mental, spiritual and physical wellbeing
- Have the ability to establish and maintain healthy and satisfying lives
- Relate well to others and form and maintain healthy relationships
- Are well-prepared for life roles in their family, community and the workforce
- Take responsibility for their learning and are motivated to reach their full potential
- Are optimistic, make rational decisions and accept responsibility for their actions

4. Community Engagement and Impact

The School also prides itself in nurturing socially responsible young men. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship.

Our graduates will live in an increasingly globalized world. One of the strengths of the School is its embrace and celebration of individual, social and cultural diversity. The School will build upon this strength through developing national and international partnerships that foster intercultural understanding and experience. Improving engagement within our own community and with existing local partnerships is also essential.

Both tertiary studies and professional employment will increasingly emphasize the practical application of knowledge and skills. The School will explore opportunities for community partnerships that enable our students to apply their learning in real world situations.

Respect for individual difference and socially responsible citizenship has always been a key tenet of the School but again we need an explicit plan about how this is to be fostered.

MHS Statement of Purpose Capabilities

- Are responsible and active global and local citizens
- Appreciate and respect individual, cultural, social and religious diversity
- Develop personal capabilities such as honesty, resilience, empathy and respect for others Able to relate to and communicate across diverse cultures
- Demonstrate a commitment to the values of democracy, equity and justice
- Develop a personal ethical understanding and act with integrity
- Are able to exercise civic leadership for the common good

5. Strategic Resource Management

Our students deserve, and our community expects, a quality of educational program, facilities and services commensurate with the best resourced schools in Australia. Standard government school funding arrangements will not achieve this therefore the School will need to establish an entrepreneurial and sustainable approach to financial and resource management.

A key priority over the next decade is to rejuvenate our classrooms to reflect the changes in teaching and learning the School is undertaking. The School will work closely with the MHS Foundation and seek other partnerships and opportunities to realise this and other resourcing priorities.

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