



Melbourne High School 2021 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 1364 students in 2021, 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 Henry McLaughlin

Whilst 2020 was a year like none other, 2021 has been a year like only one other. The challenges of the COVID pandemic have forced everyone to rethink how best to deliver quality education in an ever-changing environment. Students have attended classes; onsite, remotely and via a combination of both. The COVID pandemic has also given pause to reevaluate the importance of finding that balance between 'honour the work' and 'more than just marks'.

In 2021 we welcomed Dr Tony Mordini to the school in his role as principal, replacing Mr Jeremy Ludowyke, after 16 years at the helm. Dr Mordini brings new eyes, energy and vision to the school and in collaboration with the council a number of existing initiatives are being realised whilst new initiatives are being scoped and planned. This is a very exciting time for the school.

The construction of the Centre for Higher Education & Studies (CHES) has commenced on Chapel Street. CHES will improve educational outcomes for high-achieving secondary school students across Victoria by offering first year university-level courses and select VCE subjects accompanied by an enhancement and enrichment program. Students will be able to attend CHES courses both physically and virtually with construction expected to be completed in 2022 and courses to commence in 2023.

An audit of school policies has commenced with a structured approach being adopted to ensure all policies are regularly reviewed and implemented in accordance with both school council and departmental requirements. The first such policy, being school uniform, as always, caused significant interest and discussion. Where appropriate consultation with the broader school community will occur.

After much discussion and deliberation, the school council has engaged Compass as the school's management system. The Compass platform has evolved significantly over the past few years and we look forward to students, parents and staff benefiting from this change.

I would like to thank and acknowledge the contribution made by my fellow council members. The council membership can be broadly categorised as parent members, staff members, student members and observers. Our parent members are:

Viet Le, Shelley Jackson, Pauline Yang, Dilum De Silva, Ram Iyer, Therese Drummond & Carmen Jan

The staff members of the council are:

Tony Mordini, Steve Draper, Pelissa Tsilimidos, Paul Drew & Sonya Mulholland

I would especially like to acknowledge and thank the student members of the council for their foresight and commitment to the school as some of their initiatives will benefit future students long after the current student members have graduated. It has been a pleasure to have the following students among us:

Jaffer Al-Haidary, Ho Joon (Tim) Jung, Magnus Mulhall & Ravine Witanachchi

Finally, I want to thank our council observers Mr Tom Wodak & Mr Peter Stathopoulos for their valued and considered contribution to both the school and the wider community.

In closing I would like to thank the staff, volunteers and parents for successfully navigating another year of challenging circumstances and ensuring MHS retains its position as the best school in the state, if not nationally.

Henry McLaughlin

School Council President

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 2021 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 eighth iteration, the select-entry cross-campus staff professional learning event was unfortunately cancelled in 2021 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 2022, the School looks forward to this program being reprised in the near future.

In 2021, 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 Sentral 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 Curriculum, the VCE, and changes to these, and have a commitment to work towards the development of the whole-school curriculum.

Curriculum Committee members for 2021

- Principal Dr Tony Mordini
- AP Curriculum Marcus Sharp
- AP Innovations & Partnerships Pelissa Tsilimidos
- LT Curriculum Development Sam Crocket
- LT Professional Learning Ken Ong
- LT Learning Technologies Paul Drew

- Heads of Department:
 - English George Marotous (for English, Literature & Eng. Language)
 - Commerce Joe Marotta (for Eco, Legal, Bus. Manag., Acc. & Civics)
 - Biology Sonya Mulholland
 - Chemistry Ute Kreher
 - Geography Ray Pask
 - Health/PE David Veale (for PE and Health)
 - History Anna Berlin (for History and Politics)
 - Information Technology Paul Drew
 - Library Monica Morscheck
 - Languages Emily Missen (for French, German, Indonesian & Japanese)
 - Maths Edward Shin & Fran Petrie (Year 9 & 10 Maths, VCE Methods, VCE Spec. & VCE Further)
 - Personal Development Fran Neal
 - Physics Steve Draper
 - Philosophy Ross Barham
 - Junior Science Mark Goodey
 - Visual and Performing Arts Lachlan Stewart (for Year 9 & 10 Art electives, VCE Art, VCE Vis.Comm, VCE Theatre Studies, VCE Media)

Subject Co-ordinators

The bulk of the work in relation to the curriculum is done by the subject co-ordinators, who lead the development, resourcing and establishment of the development of subject courses, assessment processes, and recognition of achievement in faculty courses and programs. The subject co-ordinators in 2020 were as follows:

Art	Lachlan Stewart
Accounting	Josie Belvedere
Biology	Sonya Mulholland
Business Management	Joe Marotta
Chemistry	Ute Kreher
Commerce and Legal Studies	Joe Marotta and Ian Dowling
Drama	Kelli Simpson
Economics	Mark Kaderle
English	George Marotous
Geography	Ray Pask
History and Politics	Anna Berlin
Information Technology	Paul Drew
Library	Monica Morscheck
Junior Science	Mark Goodey
Languages	Emily Missen
French	Michel Lorient
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 2021 year was another year of remote and hybrid learning. Staff were trained in the use of technology to deliver remote classes. Microsoft Teams, Canvas and OneNote Class Notebook became the remote learning tools to run online classes and facilitate assessment, collaboration, and discussion.

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 2021 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 began the process of evaluating the year, which would become the starting point of our whole school evaluation of our remote learning experience and lead to further discussion in 2022.

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 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

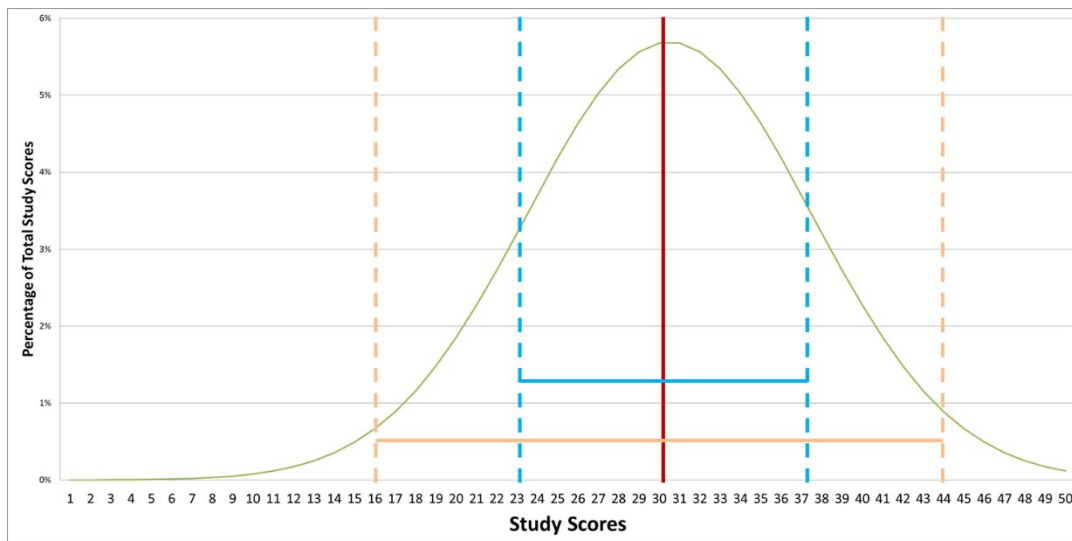
Students are awarded three assessment grades (A+ to E) for each unit 3 and 4 subject:

- 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 2021:
<https://www.vtac.edu.au/files/pdf/reports/scaling-report-20-21.pdf>

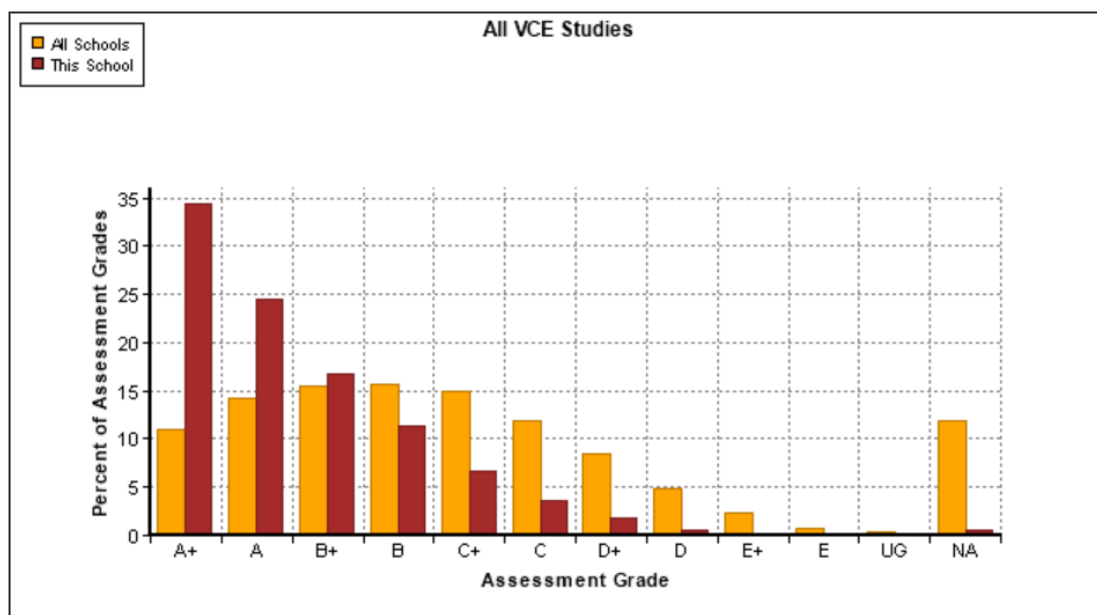
Analysis of Melbourne High School's VCE Data for 2021

Assessment Grades

In 2021, 59.06% 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 2021 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	34.4	24.5	16.8	11.3	6.6	3.6	1.8	0.6	0.3	0.1	0.0	0.5

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

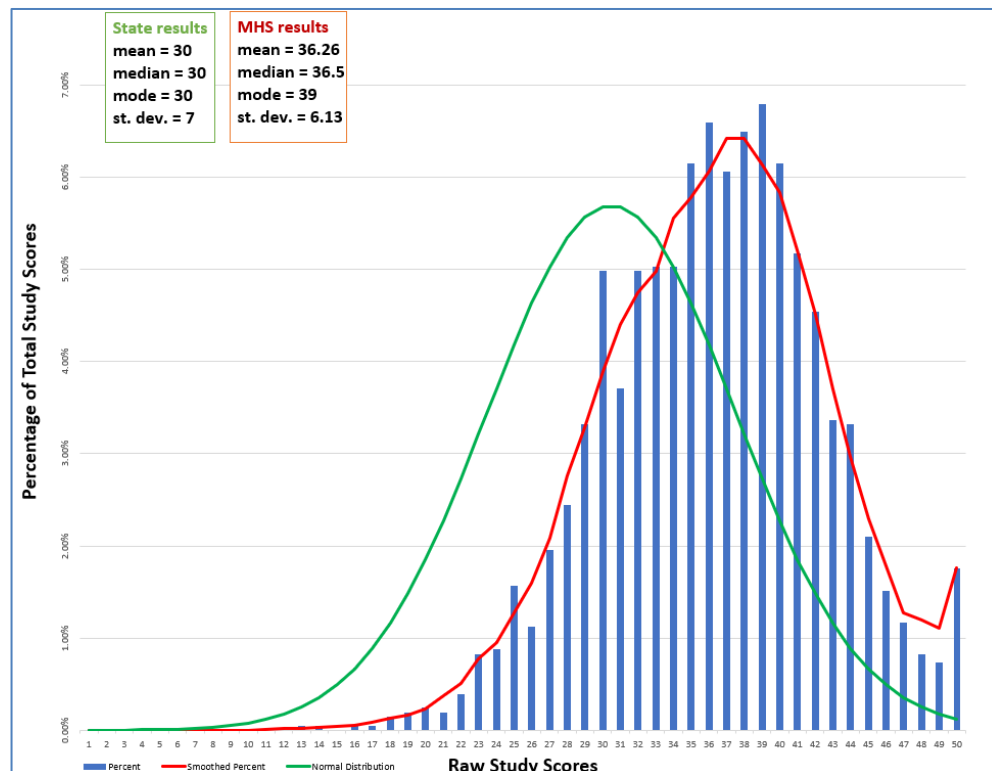
NA = not assessed; awarded to SACs or exams that were not submitted for assessment

Raw Study Scores

The VCE results from 2021 show that the students from Melbourne High School performed significantly better than the state, with 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.

It is important to remember that in 2021 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.

Comparison of Raw Study Score Distributions between the State (green) and Melbourne High School (red) in 2021



	mean [^]	median [#]	standard deviation [*]
State results 2021	30	30	7
MHS results 2021	36.26	36.5	6.13

[^] 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				
	2017	2018	2019	2020	2021
Accounting	38.0	38.0	38	38	37
Algorithmics (HESS)	34.0	34.0	32	32	31
Biology	39.0	39.0	37	38	38
Business Management	37.0	38.0	37	38	39
Chemistry	35.0	36.0	35	35	35
Computing: Software Development	37.0	40.0	39	40	38.5
Economics	37.0	38.5	36	37	38
English	37.0	38.0	37	37	37
English (EAL)	N/A	N/A	N/A	N/A	N/A
English Language	35.0	37.0	34.5	36	34
English Literature	34.5	36.5	37.5	36	34
Extended Investigation	37.0	35.0	34	31	33
Geography	34.5	36.0	41	41	38
Global Politics	32.0	40.0	33	32	32
Health and Human Development	34.0	35.5	30	37	35
History: Revolutions	37.0	36.0	36	33	35
Language: French	31.0	32.0	35	32	31
Language: German	N/A	29.0	31.5	32	34
Language: Indonesian 2 nd Language	33.0	39.5	33.5	39	40
Language: Japanese 2 nd Language	37.0	35.0	38	35	36
Legal Studies	38.5	35.0	36	35	34.5
Maths: Further Mathematics	41.0	41.0	40	39	42
Maths: Mathematical Methods (CAS)	37.0	37.0	36	37	36
Maths: Specialist Mathematics	35.0	35.0	35	37.5	34.5
Media	38.0	N/A	36	37	N/A
Music Investigation	-	N/A	32	31	48.5
Music Performance	37.0	33.5	40.5	40	36

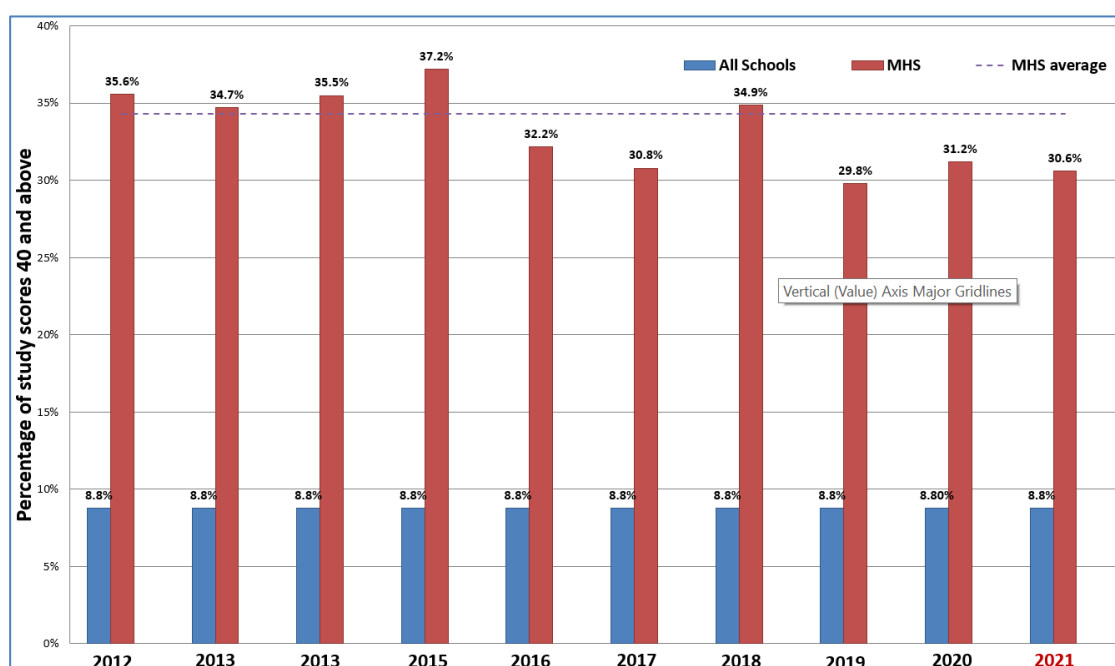
Philosophy	-	36.5	N/A	N/A	34
Physical Education	37.0	37.0	34	37	35
Physics	35.0	36.0	35	36	36
Psychology	38.0	41.0	39	38	39
Sociology	36.5	34.0	37	38	N/A
Studio Arts	N/A	N/A	N/A	33	32
Theatre Studies	29.5	N/A	N/A	38	30
Visual Communication and Design	N/A	N/A	36.5	37	33.5
Whole-School Median	37.0	37.0	36	37	36.5

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 2021.

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 2021:

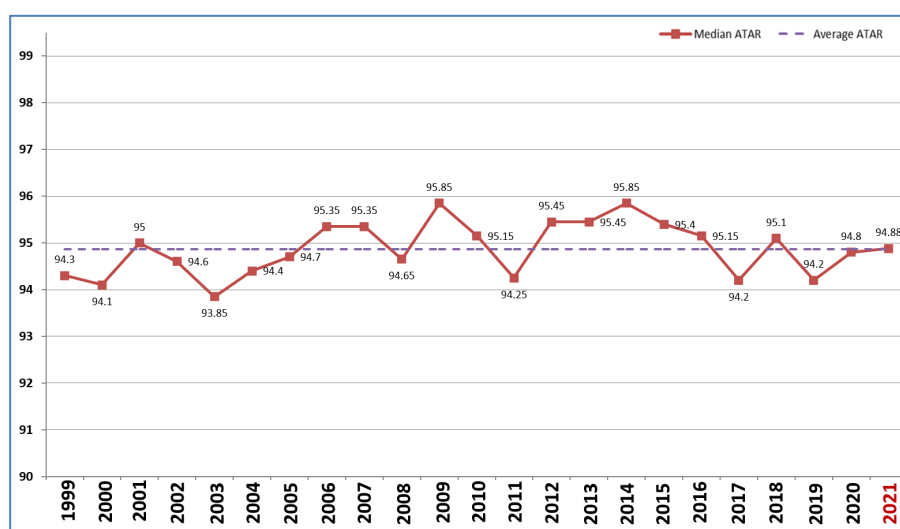
Language Subject	Raw Study Score	Scaled Study Score
French	35	45
German	35	44
Indonesian 2nd Language	35	42
Japanese 2nd Language	35	42

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

ATAR

In 2021, 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 94.87

In 2021, the top 11.9% of our students achieved ATAR scores of 99.00 and above; while the top 48.7% of our students achieved ATAR scores of 95.00 and above.

One of our students achieved a perfect ATAR score of 99.95 and six students achieved an ATAR of 99.9.

89.6% 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 2021.

The lowest 5% of our ATAR data consists of students who have achieved ATARs between 72.7 and 51.25.

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 2021, 336 places were available for Year 9 entry in 2022. There are four select entry schools in Victoria and for the twelfth time the entrance examination was managed by the Department of Education and Training. For fifteen years the exam was conducted at the Royal Exhibition Building. However, in 2021 due to the ever-increasing numbers of applicants the Department changed the location to a higher-capacity venue. The entrance exam was scheduled to take place on Saturday 12 June at the Melbourne Showgrounds in Epsom Road, Ascot Vale. Due to continuing coronavirus restrictions the exam was rescheduled three times and took place on Saturday 12 and Sunday 13 November. A total of 3728 students sat the entrance examination for 336 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 3728 students who sat the entrance exam for entry at Year 9, 1197 selected MHS as first preference, 1027 selected Mac.Rob as first preference, 798 selected Nossal High as first preference, while 706 selected Suzanne Cory High as first preference.

The number of applicants sitting the entrance examination last year was 3466. Of these, 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 Selective Entry Unit reported that due to the delayed date of the entrance examination many parents cancelled their child's application to sit the entrance examination. Parents with children enrolled in private schools are obliged to pay the Term 1 2022 school fees by the end of September 2021, thus withdrew from the entrance examination to avoid losing their place in the private 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 8 December 2021. Subsequent offers of places continued through the school holidays; the last offer being made on 28 January 2022.

In December 2021, the Department changed the eligibility criteria for the Principal's Discretionary Category. The Department's policy has two clauses that enables students to receive an invitation to apply for one of the Discretionary Category places. Students who have either:

- Achieved a score higher than the cut-off score, but missed out on being offered a place due to the '5% Rule', or
- achieved a score which is within 5 marks of the cut-off score. The cut-off score is the score of the last student to be offered a standard offer.

The four Principals were instructed to select PDC students from schools which had not reached their quota (5% Rule). This resulted in a smaller number of students available for PDC selection.

2021 saw the sixteenth entry of a significant intake at Year 10, with 33 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 virtual interviews took place for shortlisted candidates. Whereas shortlisted applicants have always been interviewed in groups of six, in 2020 and 2021 60 applicants were interviewed using Skype.

The number of applicants in 2021 was slightly lower than in 2020 when 205 applications were received.

In 2021, eight students were enrolled into Year 11 under the two-year VCE Visual and Performing Arts and Humanities Intake. Fifteen applications were received whereas in 2020 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:

2016 - 1365 students

2017 - 1360 students

2018 – 1361 students

2019 – 1364 students

2020 – 1369 students

2021 – 1364 students

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 (Provisional Psychologist), Ms Irma Liando, School Nurse, Ms. Lisa Delahunty. Mr. Bill Theodoropoulos and Mrs. Annabelle Yeaman staff the Careers and Work Education Department.

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

Mr. Bill Theodoropoulos and Mrs. Annabelle Yeaman work diligently with our students to explore and support their career choices. 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 global pandemic has made dissemination of health and wellbeing information and resources even more relevant for our school community.

The link between student, school, and home is a key component of academic, physical, and emotional wellbeing. The work undertaken by Student Services staff is carried out with the highest level of professionalism, empathy, and confidentiality. 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.

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 a wide range of physical and mental health issues. Lisa has oversight of the School's Anaphylaxis Management plan, routine school immunizations, First Aid qualifications of school staff, and the provision of first aid advice for camps, excursions, and overseas trips. Lisa develops Health Support Plans for students who are experiencing health conditions.

Throughout the global pandemic Lisa has worked tirelessly to ensure the school meets the Department of Education and Training COVID 19 requirements. Lisa coordinated and undertook the daily health checks on return to school, liaised with students absent from school due to isolation requirements, and has had oversight of distribution of personal protective equipment to staff and students.

Reinforcing the team approach adopted by Student Services, regular referrals are made by the School Nurse to other members of the Wellbeing team and Student Learning Coordinators. During the period of remote learning Lisa had regular contact with students experiencing health issues and provided advice and health support to families and students.

Student Wellbeing

The implementation of remote learning in 2020-21 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 Coordinators 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 return to school 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

showed that 24% of the Year 9 cohort had some level of elevated depressive and/or anxiety symptoms (11% mild, 8% moderate, 5% severe). Many students reported expecting an improvement in their wellbeing due to the return 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 endeavors.

The Department of Education recognised that VCE students had faced reduced access to learning as a result of the extended period of remote learning. Data was collected from VCE students on their remote learning experience; 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 2022 the Student Services team will continue to work to improve 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. The Department of Education and Training has recognised the role Wellbeing plays in academic success and has redesigned the Framework for Improving Student Outcomes to place learning and wellbeing of equal importance at the centre of school improvement.

Careers and Work Education

Mr Bill Theodoropoulos, Careers Co-ordinator

The 2021 school year required students to undertake periods of remote learning again from home. This did impact the running of certain Career activities which are normally run during the year such as the Annual Careers Night, which is conducted on behalf of MHS and the MHSOBA. The 2021 Annual Careers Night was conducted virtually via Zoom and had attracted about 390 viewers to this event. Various Career Professionals and University Representatives were present on the night and they delivered informative sessions to our students and their parents. In light of the continuing effects of COVID-19 to our many and varied school activities and events, the Careers Office had been able to function successfully both face-to-face 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 2021 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. All Year 9 students were interviewed over these days.

The Year 10 Career Voyage program was again only offered to all new students in Year 10 and Year 11. VCE teachers, IT and the Careers Team helped create the relevant documents and information sessions for all Year 10s and their parents, so that they could establish an idea of what subjects they would like to study next year in Year 11.

The Careers Office & Year 12 students were busy throughout 2021 and this is highlighted by the critical need for Year 12 students to receive adequate and timely career information so that they can plan effectively for their careers in 2022. In Term 1, Year 12 students were able to apply for an early offer from the Australian National University (this included the Tuckwell scholarship). Conditional offers were made in August and one student was successful in receiving the Tuckwell scholarship. Unfortunately, this student had to withdraw from receiving this scholarship in January because they had also received the Vice-Chancellors scholarship from The University of Melbourne. The Hanson Scholarship was also awarded to one of our students last year by the University of Melbourne which meant that accessing a university degree for this student was attainable and affordable. In Term 3, the VTAC Application Process was introduced to all Year 12 students, and it was important for both students and their parents to understand how the VTAC process operated and what documents needed to be submitted by the due dates. For this reason, it was compulsory for all Year 12 students to have a one-on-one interview with Mr Theodoropoulos. The Careers Office completed around 380 individual Year 12 careers interviews between August and October last year. On average each interview had a duration of about 45 minutes. In addition, for the first-time last year, the Careers Office also ran a recorded webinar called “How to map your ATAR Rank and Study Scores to Your Course Preferences” as a further guide for our students to effectively gain a placement in their preferred university. Due to the COVID-19 pandemic, students received their Study Scores and ATAR on the 16th of December 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. There were also some students who completed overseas applications to the USA and the United Kingdom.

Our Year 12 Exit Information Data for 2021 recorded the following statistics:

- 98% of our students went on to study at a university for their tertiary studies.
- Monash University and The University of Melbourne continue to be the most preferred destinations for our students to undertake their undergraduate studies – (80.60% of the Year 12 cohort in 2021 received a university place at one of these universities).
- 30 students received a place at Monash University to study the Undergraduate course in Medicine: and
- The three most popular disciplines were Health Sciences, Business / Commerce and Sciences. This has continued to be the trend over the last 3-4 years.

Years 10, 11 and 12 used Canvas to complete their required Career Plans for 2021. This allowed us to use the plans in one-on-one sessions as well as respond online to students.

Despite the on-going issues with COVID-19 in 2021 there were still sufficient opportunities for students to do their work experience placement during the year, and many students in Year 10 and Year 11 were able to complete this very important co-curricular activity. It allowed students to see how a workplace of interest operated and what they could be expected to do in future years as either their part-time job or as their full professional occupation. 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 2021 the CUE (Careers and University Exchange) club continued to provide independent activities and relevant information to other students related to career courses and opportunities.

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.

Teaching Staff Report

Mr Andrew Sloan, Assistant Principal

As was the case in the 2020 many staff had to cancel their leave plans for 2021, so once again there were fewer changes than usual.

The following staff were on leave for all of 2020: Anne Paul, Todd McNeal, Kristen Hinchliffe, Libby Briggs, Simon Holcombe, George Marotous, Flip Rusden, Fiona Webster, Vivian Ma.

Returning to Melbourne High school after a period of leave were: Josh Slocombe, Mike Fitzgerald, Peter Cogo.

Ongoing staff who left Melbourne High School either during the year, or at the end of the year, were: Helene Malavieille, Saki Ganella, Marcus Sharp, Olivia Doherty, Dimitra Charamboulos, Ellie Kirk, Mihaela Brysha. We thank them all for their service to the school, whether it be for a term, a year, or decades. Sadly, during the year, we mourned the passing of Brett Rushton the School's Audio-Visual Assistant, former History & Politics teacher Michael Connell, and regular Casual Relief Teacher Tim O'Neill. They all made their mark at Melbourne High, and all will be greatly missed.

The following staff were on leave at different times across the year: Pip Capon, Mihaela Brysha, John Dovey, Jenny Mill, Peter Cogo, Pat Gazanna.

To take the places of staff on leave the school was fortunate to retain the services of: Lachlan Myer, Sam Clark, Myriam el Aggad, Stefan Janus, Harry Bowen, Paul O'Loughlin, Evan Ioannou, Jeremy Hardy, Louise Miller, Paulette Gittens, Charles Gao, Charlotte Edmunds.

Joining the school on an ongoing basis this year, or transferring to ongoing status, were: Nigel Mallet, Louise Slattery, Lauren de Bomford, Danni Thomas, Emily Azcona, Vivian Ma, Michael Chandler

At the start of the year the school's Effective Full-Time teaching staff (EFT) was 82.8, a reduction from 2020's figure of 83.5 achieved through staffing efficiencies without impacting on the teaching program. 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. New staff go through an induction program of weekly meetings during term 1, which introduces them to the different aspects of the school. Four members of staff have PhDs. Ten are old boys of the school.

Pre-service Teachers

Melbourne High School continued its long association with the MTeach program offered by the Melbourne University Graduate School of Education. The school also accepted candidates from Deakin, Curtin, UNE, Victoria and Monash Universities to assist students desperate to complete courses that had been disrupted by COVID. Thank you to the following MHS staff for their commitment to the education profession through their mentoring of pre-service teachers: Ross Barham, Helen Bekos, Pip Capon, Michael Chandler, Sam Clark, Garret Cree-Smith, Sam Crocket, Gareth de Korte, Steve Draper, Di Frost, Masaya Fujino, Mark Goodey, Yuko Inaba, June Johnstone, Ute Kreher, Penny Latham, Ken Leong, Morgan Levick, Nigel Mallet, Paul Morton, David Owen, Stephanie Pearson, Edward Shin, Kelli Simpson, Josh Slocombe, Vicki Stewart, Danni Thomas, Haibo Wang, Silvy Wantania. 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 of 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 202

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

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 practice, the Library places the needs of its’ users; students and staff, at the forefront of the services it offers.

The Library continued with its virtual upgrades, having completed a CANVAS services upgrade in 2020, 2021 saw the redesign of our LibGuides. Working closely with a design consultant, Tania Sheko, Suzannah Mandler and I used design thinking principles to create a searchable guide that supports subjects across the years and curriculum. The LibGuides offers students explicit learning activities in our key teaching areas of research, reading and academic writing. This is being accomplished in part through the creation of video-guided tutorials.

The Library subscription resources, which had proved to be an asset during online learning, were a focus of our teaching and learning program. Our database searching and downloaded items rose 20% in 2021, proving that our subscription selection processes, and video tutorials were ensuring increased student usage onsite and off.

The Library did offer many face-to-face student events, even in a covid affected year. The Library Assistant program expanded its remit to include a subgroup who called themselves Disruptors. They brought book-focused, fun-focused and MHS cultural events to the Library. These included chess competitions, karaoke and book quizzes. The intention is so students who choose the Library as a preferred recreational space, do not miss experiencing the amazing opportunities available at MHS.

The Library was fortunate to have a new staff member, Harry Bowen, join us for the year. As a new graduate, Harry was able to reflect on our practices and ensure we were focusing on meeting the needs of contemporary young adults. In 2022 we look forward to a new teacher-librarian joining the team and who can continue the growth of both the academic writing and the Library’s expanding proofreading program.

J. K. Rowling once said. “When in doubt, go to the library.” I am pleased to say that the Library team and the Library, is a place of trust amongst the MHS community. If in doubt, they do come to the Library.

The Millgrove Outdoor Education Centre

Mr Tim Hatten and Ms Megan Wilson, Millgrove Co-ordinators

2020 was an interesting year at Millgrove with half of the year nine program being completed in term 1, the year ten program being run online over terms three and four, and then the other half packed into the last five weeks of the year. We were jubilant that we managed to complete all of the camps in one form or another and may have foolishly thought “well now the pandemic is over we will have a normal year in 2021”, although I don’t think any of us really expected that, and we were right.

Millgrove began 2021 in COVID-safe style with us all wearing masks when we couldn’t keep apart and we managed to complete all of the year nine camps and three of the year ten camps before we were locked down again late in term two.

After a long and anxious wait, we were finally clear to begin working with groups in the middle of term four. This didn’t give us time to run camps for the remaining ten year ten forms so it was decided to run seven one day programs whilst things were ‘opening up’.

The one day programs comprised one of our expedition activities to the Cathedral Ranges, traversing the Razorback Ridge to Sugarloaf Peak. This was chosen as it gave students the opportunity to challenge themselves physically but safely whilst experiencing a beautiful outdoor environment and sharing times with their peers.

One thing that being isolated during the pandemic confirmed for all of us is the value of connections to our friends and being out in nature as a tonic for the pressures of a sometimes crazy world. This activity enabled us to address all of these things and was extremely well received by the students.

In late November and early December, we were able to return to onsite programs and completed the remaining three year ten camps at Millgrove. We focussed on forms that had greater numbers of year ten entry students, in order to give them a taste of what Millgrove offers, and hopefully help them to assimilate into the Melbourne High School philosophy amidst the chaos of another disrupted year.

Our trainees, Jayde Dawson and Xavier Brenton did an excellent job, training in Outdoor Recreation and assisting with the running of the programs and our cooks, Kalli Blunt and Nerine Smith produced the usual amazing and varied spread of healthy and fresh food.

We also acknowledge the amazing support that we have had from the SLC teams and the form teachers who brought their students to camp. Without this there would be no camps.

All students who attend Millgrove record their impressions in the yearbook. Some of the comments from 2021 included here highlight the benefits of this great Melbourne High program.

Johnny 9L “Building new friendships and strengthening already established ones, that was what this camp was about”

Ved 9C “Bike riding was very scary but I got through it with the beautiful scenery surrounding me”

Karar 9J “An amazing week filled with excitement, adventure and memories made with mates”

Hriday 9F “When I went caving I was expecting flat tourist caves, however, the caves required you to get your hands down and muddy. At first I was hesitant but then I enjoyed it”

Sidhi 9F “I loved the nature and how we did things to refresh our minds”

Kavish 9A “I loved this camp because I felt a bit challenged by the activities”

Alok 9H “Camp was fun despite the rain, the cold climate and the annoying leeches and bugs. Overall

everything was good"

Jarrold 9G "Millgrove was an insightful experience that I will treasure for a long time"

Kevin Arja (Year 11 mentor) "Coming to Millgrove as a mentor was one of the best decisions I have made. Mentoring this group of absolutely amazing lads was so much fun and the friendships and relations I have made only made it that much better"

Franklin 9B "Millgrove was a great experience just to get closer to friends, not spend the entire day in front of a screen and most importantly, drink ATAR water"

Ravi 9E "I enjoyed living away from the city and living outdoors. Trying new activities that challenged me was fun."

Andrew 9E "The camp was wet, dirty challenging, painful, but was fulfilled by joy, precious memories and loads of rewards"

Dinupa 9K "It was really cool. I needed this week to just have fun and challenge myself"

Arya 10L "Camp was perhaps one of the most profound experiences of my school years. Something which worried me so much became one of the greatest reflective periods of my life."

Sohan 10D "With this being my first camp at MHS, this week has been amazing, bonding with the boys and making unforgettable memories. Thanks to Millgrove for this experience"

Dhasarathi 10D "Explosive discussions, competitive table tennis, late night talks. Millgrove was one of the most engaging experiences of my time at MHS. It pushed me outside of my comfort zone, enriched my leadership skills "

Akashtan 10A "Millgrove allowed me to connect with the outside world where I felt stress-free. I became aware of how much technology I use and that there are other alternatives."

Randiv 10A "Camp was a great experience and a good escape from the school routine which I think I desperately needed."

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.

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, in itself, 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 2021 in Melbourne (as well as the world) without the spectre of the enduring global pandemic, and the resulting lengthy lockdowns that the school community had to suffer. While there was more to show and celebrate in 2021, there was still the disappointment of not having any live performances. Though we were exceptionally lucky to be able to stream three concerts which showcased the breadth, depth, and quality of the MHS Music Program. I need to thank so many people who assisted the Music Department in allowing and helping us stream our performances, from Paul Drew and Paul Morton to the many students who oversaw the technical side of creating and maintaining a live stream so people could watch and listen. I was also 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

2021 saw a change in the Music Department with Mr Damien Ryles teaching Bass Guitar. He also oversaw the resurrection of the MHS Rock Club, for those students who wished to play contemporary rock instruments and songs. It was great to see this program up and running again, so thank you Mr Ryles and Mr Wynne-Woodley for your time and efforts in helping the students rock out.

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. 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 2021, Penelope Latham continued her fantastic 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 VCE Music Performance program in the year 10 elective. 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 two studying Units 3 and 4 Music Investigation. These students worked extremely diligently during 2021 at school when they were allowed, and at home during lockdown. MHS was fortunate to have Tristan Chin 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 Massed Singing program started with boys wearing masks and distancing themselves in the Memorial Hall. Despite some short lockdowns in Semester 1, we managed two Singing Assemblies which brought back a semblance of normality to the school program. Unfortunately, due to the extended lockdown in term 3, we were unable to run Massed Singing for the rest of the year.

House Music and Choral Competitions

The School decided to postpone the House Choral and Instrumental Competition to term 3 in 2021, hoping that the Pandemic would no longer be affecting the MHS Community. Sadly, after only two rehearsals for each House, the state of Victoria went into an extended lockdown meaning that the Competition was unable to run in 2021.

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 2021 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 Wing Him Wong and Music Vice-Captain Jing Wang have provided exemplary leadership and have set an extremely high standard for their successors.

Acknowledgements must also be made of the School pianist, Keane Ng, 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 2021 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

2021 was another excellent year for debating at Melbourne High School. In the face of COVID restrictions, coaching and debates were conducted online. The Debating Co-ordinators, Ms Helen Bekos and Mr Mark Kaderle, were assisted by Debating Captain Ashwin Prakash and Vice-Captain Calvin Truong.

The Debaters Association of Victoria (DAV) Schools Competition debates took place over Zoom and Microsoft Teams. After competing in the Toorak region of the competition, two of our teams managed to qualify for the state finals series. Aaron More, Nathan More, Deen Mohammad, Pradnyesh Patil and Armaan Gupta of Year 11 qualified for the Year 11 (B Grade) finals; whilst Ravine Witanachchi, Aaditya Sachdeva, Daksha Kundra and Kenny Yang qualified for the finals series in Year 10 (C Grade).

At the end of the finals series, our Year 10 team came up against Mentone Grammar School in the grand final. The topic was 'That the United Nations has failed' and MHS were the negative team. After an incredibly high standard debate, the three-member adjudication panel unanimously awarded the debate to MHS. Congratulations to Ravine, Aaditya, Daksha and Kenny for taking out the 2021 state championship!

On an individual note, Sheraz Shakeel, Bereket Woldemicael and Leo Louis were all awarded the DAV's Year 11 (B Grade) Swannie Award. This award recognises these students for having the highest Year 11 average speaker score in the DAV Schools Competition.

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 conducted online over two days. MHS had an impressive three teams qualify for the final: Sheraz Shakeel and Leo Louis; Ashwin Prakash and Harry Chen; and Adit Sivakumar, Bereket Woldemicael and Yu-Chan Moriguchi.

Melbourne High School's debaters are to be commended for the enthusiasm and agility they showed in debating online. Even when they were not together in person, our students were able to demonstrate their teamwork, sportsmanship, and public speaking flair.

Sport at MHS

Mr David Veale, Director of Sport

Similar to 2020, the Melbourne High School Sport program throughout 2021 was again significantly impacted by COVID-19. From the middle of Term 2 onward the majority of Sport was cancelled with many, many students missing out on the opportunity to represent the school on the field, on the court or in the pool. The compulsory weekly sport program and some of the minor House competitions were able to be run around the COVID restrictions and some Term 1 and 2 SSV sports were able to complete their seasons.

The school 1st XI Cricket team were able to continue their high standard during Term 1 and were right on track to perform well in the SSV finals, until they were cancelled in Term 4. The first rowing team made it to the nationals in Tasmania and performed exceptionally well. Many, many thanks to Michael Fitzgerald (Cricket) and Paul McGann (Rowing) for their continued hard work and time committed to these fantastic programs.

The Senior Lawn Bowls team made the SSV state final for the first time in recent memory, as did the Senior Baseball team. Under the guidance of Sandro Bisetto, the Lawn Bowls team performed exceptionally by in their team spirit, camaraderie, and bowling skill. It would be remiss of me not to acknowledge the retirement of Sandro Bisetto after 38 years of teaching at Melbourne High School. His contribution to the Sport program will be unmatched. I personally am so thankful for his leadership, commitment, and support of the entire Sport program at MHS.

Waterloo Coordinator, Mr Mark Goodey celebrated another win in the House Swimming Carnival to kick start the Cock House Competition. Waterloo was particularly strong in the 16s age group, led by state swimmer Stone Ma. Yarra fought back by winning the House Athletics Carnival, thanks largely to the record-breaking achievements of their two state and national champions William Wong and Kevin Healy. In the face of all the challenges we faced this year, such as the cancelation of the House Chorals and House Cross Country, a huge thank you to all House Coordinators; Marlowe Wynne-Woodley, Rob Sette, Mark Goodey and Shaun Kemp, their age group staff, and their House Captains for another successful Derrimut House Competition. It is my honour to announce that the 2021 Derrimut House Cup champion was Yarra... breaking their 16-year drought!

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

Term 1 came and went in a flash with the on again and off again interruption of Covid. The boys had been training hard since the term 2 the previous year and were looking forward to launching into the racing season with great enthusiasm. Unfortunately, with the continued and ongoing disruption of Covid, our usual practice of rowing throughout the winter to upskill our boys was severely impacted by long periods where training at the Boat Shed in groups wasn't possible. By the time term 1, 2021 arrived, we still had a lot of work to catch up, particularly in our skill development in our sculling boats.

But in typical Melbourne High School fashion, our boys threw themselves into their training in full gusto. Weights each Monday, Wednesday and Friday mornings, Conditioning on the Main Oval each Thursday morning plus rowing on Monday, Tuesday, Wednesday, and Thursday afternoons together with more training each Saturday saw them improve markedly in a very short space of time.

Our new Year 9s had a slow start to the season as they weren't afforded the opportunity of our usual pre-Christmas 2-day camp where they normally learn the basics and are channelled into groups to begin their rowing careers. We had nearly 120 boys who put their hands up to row but had the unenviable task of trying to cull those numbers down to about 60 due to not having enough boats, oars, equipment, or coaches. So as the weeks went past, the training schedule sorted out those who either didn't have enough time or inclination to pursue a rowing career at MHS, hence by the end of term 1, we had whittled our Year 9 numbers down to our targeted 60.

These boys spent their term 1 just learning to row, handling boats, and adhering to the correct traffic rules of the Yarra, a task which sounds much easier than it actually is in practice. But all ended their introductory term safe and well and hand a ball on the water.

Meanwhile our Senior crews continued to prepare for the Australian National Rowing Championships held at Lake Barrington in Northern Tasmania near Cradle Mountain. Brilliantly picturesque and beautiful, Barrington was the site of the 1990 World Rowing Championship, so our boys revelled in its history as well as its crisp and inviting cold water surrounded by high hills of untouched beauty and serenity. It was in this backdrop that that they began their Australian Nationals Championships campaign.

The 1st crew raced in the Schoolboy Quad Sculls division and came a close 4th, just missing the medals by 0.5sec so it was a commendable result given the long and persistent interruption to their training schedule that they encountered over the previous 6 months or so.

Terms 2 and 3 were similarly interrupted by Covid lockdowns and so the development of boat skills and fitness were again hampered as the boys set their sights on the 2021/22 season. A wonderful by-product of these lockdowns was that by the time school had finally returned to some sort of normality, our rowing numbers had in fact grown. Virtually none of the Year 9 wanted to give up rowing nor the Year 10s and 11s. It was a fantastic problem to have but one that challenged our logistical and organisational skills as coaches and administrators.

By the time term 4 arrived, all the boys were raring to race in any boat at any time, so we divided them up into their respective House crews for much of terms 3 and 4 so they could train and race against one another at each rowing session. We held a House Regatta on a Saturday morning late in term 4 where the boys had a ball racing one another down Powerhouse strait over 250m in front of parents, family and friends. It was such a wonderful day! Only towards the end of term 4 did we start to select them into crews based on merit and ability in preparation to race at Rowing Victoria regattas.

So, despite a most challenging year, our MHS boys continued to amaze us at their persistence and resilience, both on and off the water. Their ability to drive one another and yet give each other a helping hand along the way was beautiful to see. That's why it's still such a pleasure to coach Melbourne High boys, even after 16 years. I get to see, help, and observe our boys and what makes them so special and how Melbourne High, as an institution continues to provide them with such wonderful opportunities to explore and develop their limits. Long may it continue!!

A special thanks to all our coaches as well as the MHS Rowing Fraternity, especially the President of the Fraternity, Joan Putter for all her amazing hard work, diligence and planning. Without the Fraternity's input, our program could not operate anywhere near the capacity that it currently does. So once again, thanks to all our contributors and helpers for giving up so much of your valuable time.

Go HARD. GoFAST. GoHIGH!!

Army Cadets

Captain Steven Huysing

The 2021 training year started in late 2020 with the Year 11s stepping up and taking responsibility for the organization of the school-based December promotion course. All 3 promotion courses were held as well as continuity training for Ramsay and Langley Company cadets.

In March, training camp was held at Dargile SF near Heathcote for the senior company and the promotion candidates. The seniors experimented with raft building as well as revising their fieldcraft while the promotion candidates were put through their paces in all aspects of navigation, fieldcraft and leadership. The CUOs rapidly learnt how much work needs to be put into a camp and what the difference is between planning and implementation.

The Legacy Victoria Shrine service honour guard was once again provided by both the air force cadet squadron and the army cadet unit. At short notice we were able to source WW1 replica army uniforms and the guard looked impressively authentic dressed in the replica gear as part of an ANZAC commemoration.

Due to COVID fears the army cadet unit couldn't participate in the Waverley RSL service but we were able to provide a catafalque party for the Wattle Park service. The whole unit went bush in June for our winter bivouac with the introduction to the bush for our recruits and the successful construction and running of our obstacle challenge course by the senior company.

We were lucky to have completed our semester 1 commitments before the COVID lockdown was announced. With everything cancelled the cadet unit resorted to online classes conducted by platoons on MS teams.

Between lockdowns, the unit conducted a 4-day survival camp at Mt Tallarook for selected senior cadets. With the return to school in term 4 army cadet home trainings started again. As part of our week of continuity training, the unit prepared and trained for an annual parade to farewell the class of 2021 as well as to farewell assistant principal Marcus Sharp. This occasion was also the first time on parade for the new principal Dr Tony Mordini.

To make it more memorable, the cadets sang the traditional school song "40 years on" then Marcus was invited to slow march off the parade ground with the class of 2021. The parade was an excellent affair under clear skies with the Unit and Band parading the colours under the gaze of many spectators from the nearby apartments.

The thanks of the School are extended to the following officers: Captain S Huysing, Lieutenants Matt Roberts, Tim Jones, Mitchel Stephen, Darren Paul and Capt Steve Dedrick, volunteers Ms Jan Devlin, Ms Pip Capon, Mr Michelson Fu 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 ACSs, 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

2021 was a less disrupted year due to COVID-19, for 415 Squadron, in comparison to 2020. It was the 79th year since the creation of 415 Squadron. It was the last year of service as Commanding Officer of 415SQN by FLTLT (AAFC) S. Kemp, who was ably assisted by Executive Officer SQNLDR(AAFC) Joshua Slocombe. 415SQN was also ably assisted by MHS Old Boys, SQNLDR(AAFC) James Muus, LAC(AAFC) A. Khanna, CPL(AAFC) Jack Wong, LAC(AAFC) Jason Phan, LAC(AAFC) Brandon Li and AC(AAFC) Samuel Slocombe.

415 Squadron operated in 2021 with 85 cadets. Due to Covid there were no January promotion courses. CUO Sunny Zhang attended the CUO course later in mid-year. The senior squadron structure consisted of CUO Sunny Zhang as Cadet XO, CWOFF Timothy Lyddy and CFSGT Tiernan Sharkey. They proved to be a very experienced, enthusiastic, loyal, and capable team.

Due to coronavirus restrictions brought on by Canberra, and then by 4WG Victorian Headquarters, an Operational Pause was mandated. This meant that no Summer Bivouac could occur. However, unlike 2020 we managed to run the Winter Bivouac and the Recruit Flying Weekend between lockdowns. We also managed the normal ANZAC ceremonies. Online SQN training was run during lockdowns. This included training on the Air Force approved drones and a new drone training program.

415SQN was also allowed to compete again in the Australia wide Cyber Taipan cyber security competition online, trained by FLGOFF(AAFC) A. Taylor, whilst posted in the USA. Although one of our teams made it through to the final, they could not get on the podium like 2020.

FLTLT (AAFC) S. Kemp led the squadron and now with 23 years, retires the longest serving Commanding Officer of Cadets in the history of MHS. He was ably assisted by SQNLDR(AAFC) Josh Slocombe, who will take over the Commanding Officer position in 2022. FLGOFF(AAFC) A. Taylor, SQNLDR(AAFC) J. Muus, LAC(AAFC) A. Khanna, CPL(AAFC) J. Wong, LAC(AAFC) B. Li and AC(AAFC) Slocombe. 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.

We look forward to 2022 which will be the 80th Anniversary of the formation of 415SQN and the dawning of a new and greater era under the Command of SQNLDR(AAFC) Josh Slocombe.

Visual & Performing Arts and Joint School Productions

Mr Lachlan Stewart, Head of Visual & Performing Arts

The MHS Visual and Performing Arts Department (VPA) hit the ground running with our first major combined production *A Midsummer Night's Dream* by William Shakespeare, performed in collaboration with The Mac.Robertson Girls' High School. Penned in 1596, the play follows two Athenian couples, and the mischievous forest fairy Puck, who tricks both men into falling in love with Helena (as well as playing few tricks on tricks on the fairy queen!). After numerous interactions and complications, Puck reverses her magic and both couples wed and live happily ever after. With the memories of 2020 fresh in everyone's mind, the enthusiasm and devotion to seeing the production through was immense from the beginning and culminated in a truly magical performance over two locations – a recreated Athens complete with towering columns, and a lush forest created in the transformed rose garden of Mac.Rob's inner campus. Directed by Edgar Wegner (Mac.Rob) and assisted by Kelli Simpson (MHS), who also oversaw costume design, their success could be measured by the enjoyment and dedication shown by the entire cast and crew, and the tremendously positive reaction of the audience. A live combined orchestra directed by Claire Nicholson (Mac.Rob) created the accompanying aural atmosphere for each act, and the technical manager Brendan Litan (MHS) who led Justin Phan and Elisa Scholast to ensure that it all ran like clockwork. We also thank all the dedicated parents and staff who donate their experience and time in support of the production.

MHS and Mac.Rob students again joined forces to deliver Shakespeare's *Macbeth*. Performed in the MHS theatre, the audience was transported to a post-apocalyptic wasteland where they witnessed Macbeth being led by disfigured witches, whilst trying to navigate the ruins of betrayal. The students themselves were responsible for designing the set, costumes, props, and lighting, with Kelli Simpson directing and supporting the cast. Edgar Wegner worked closely with the students in preparing the lighting, sound, and special effects that served to enrich the landscape. Special thanks to Quinn Simpson-Tuckey (make-up/hair), Brendan Litan (Stage crew assistance) and Geoff Hare (set piece construction).

Our third combined production, Agatha Christie's *Towards Zero*, followed Superintendent Battle and his nephew as they solve the murder of Lady Tressilian and Mr Treeves. The costume and set design were to take the audience back in time to post-war England, but after months of careful planning and rehearsals we were unfortunately unable to perform due to changing circumstances. Directed by George Marotous and assisted by Helen Bekos, the production was set to be a smash hit, and we are all grateful to all the staff and students who devoted so much of their time and energy. Sadly, we must give a heartfelt and teary thankyou to George Marotous, who passed away in early 2022. His years of devotion to the performing arts will be fondly remembered, and we will endeavour to continue his legacy for years to come.

Emerging from a year of flexible learning arrangements, we have been able to improve our engagement with our Visual and Performing Arts students using online tools that promote creativity and facilitate collaboration. One of our goals was to best recreate the collaborative classroom environment for both creating and exhibiting work, which we achieved through the increased use of student-led group work facilitated by virtual conference rooms, and whole-class exhibitions that were held on LMS collaborative spaces. We look forward to continuously evolving these practices to promote inclusion and accessibility for our students.

Our yearly Art Show was held virtually through the creation of the MHS Arts homepage where we exhibited a wide selection of student achievements in the VPA across our subjects, with a special focus on our VCE students to best display their heroic efforts during another year of remote learning. The

exhibition can be viewed at <https://mhsarts.com.au>. We thank all students and staff in realising this exhibition, and a special thanks to Madeleine Leahy and Stephanie Dimofski for curating the exhibition.

2021 saw the introduction of the Derrimut Cup House Mural competition, where artists from each house created a mural based on the theme of 'reflections'. They worked through several interruptions to arrive at four original and creative works of art, which have all been mounted in the school swimming centre.

Each year we praise our students for their dedication to their creative passion, and we especially congratulate Forest Lei for his achievements in Studio Art, Venuka Babaranda Liyanage for Theatre Studies, and Hogun Lim for Visual Communication Design as well as receiving the Ray Willis Arts Award.

The Visual and Performing Arts staff work continuously to improve student experiences across our subjects, which can be seen in both the final outcomes our students achieve and the growing numbers in our Year 10 and 11 classes as more and more realise that a career in the VPA is both challenging and rewarding. Mihaela Brysha has led the Art program at MHS for over 20 years and retired at the end of 2021 after 35+ years in Arts education, and we owe our success today to her commitment and passion. Amongst many achievements, Mihaela is responsible for the creation of the Arts building that we all enjoy today. We wish her a safe and happy retirement which has been well earned. We thank Emily Azcona as head of photography, Paul Morton for Media, Kelli Simpson for Drama and Theatre Studies, Chris Moore Visual Communication Design, Brett Rushton, Madeleine Leahy and Stephanie Dimofski as our Arts Technicians, and Lachlan Stewart for Visual Communication Design as head of the Visual and Performing Arts.

Finally, we remember Brett Rushton, who worked alongside us as our energetic and resourceful Art Technician for over 10 years before his sudden passing late in 2021. Brett was a resourceful and humble member of our faculty and will be sorely missed.

We look towards 2022 with optimism, and the drive to continue promoting the rewarding experience of studying the Visual and Performing Arts at MHS.

Melbourne High School Old Boys' Association (MHSOBA)

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

The MHSOBA supports current and past MHS students through:

- Student Membership – SM30
- Vocational Seminar Program
- VCE Exam Preparation Master Classes
- Annual Scholarship Program
- Providing expert keynote speakers for MHS Annual Careers Night
- Mentoring Program
- Financial assistance for students in need
- Work experience support

- Reunions and other events
- Affiliate Club Support – MHSOB Football Club; MHSOB Cricket Club; MHSOB Hockey Club

Student Membership

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 Networking and Professional Development events
- Quarterly Newsletter

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 across the fields of medicine, law, finance, engineering, and the creative arts. These are presented by Old Boys who are currently undertaking studies or are prominent in their respective fields.

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

In 2020 and 2021 the seminars were successfully delivered virtually via ZOOM, with recordings of each session made available on YouTube. In 2022, seminars will return to The Unicorn Club in the MHSOBA Pavilion.

Green Maroon & Black Patrons’ Club – 2021 Report

I am pleased to report that in the face of disruptive adversity the GM&B Patrons’ Club continued with some degree of boldness to ensure that its good work continued throughout 2021, characterised by patience, agility and optimism.

All monthly meetings of its Executive Committee, its AGM and its two Members’ Forums in March and October were convened online with high level interest and participation. The March Forum provided great opportunity to introduce the incoming Principal Dr Tony Mordini and to learn of the challenges being experienced by our Mac.Robertson Girls’ High School alumni colleagues through the initiatives of The Palladians. Our second Forum in October provided valuable opportunity for Dr Mordini and School Council President Mr Henry McLaughlin to inform GM&B membership directly of their perspectives on challenges and directions going forward in the areas of Teaching & Learning, Wellbeing, School Management and School Governance.

Several GM&B Representatives continued to support and contribute to the work of each of the School Council sub-Committees in 2021, and our key programs moved online to maintain consistency and

momentum. Wayne Chow and his organising committee for the Junior Leadership Program for Year 10 MHS and MGHS students created flexible communication and delivery solutions that were achievable only with the wonderful assistance and support for the program that was provided by the leadership teams and teaching staff of both schools. Unfortunately, the challenges for Mentoring for Year 11 were insurmountable in 2021 and consequently the GM&B Executive is now in a consultative phase with stakeholders designing a framework for a revamped Mentoring Program that will likely emerge from the JLP experience for students in senior years, extend into tertiary years and perhaps invite mentor and mentee experiences for mature alumni as well, that would be not dissimilar to models adopted in other prestigious schools.

GM&B in 2021 further considered entrepreneurship as a matter of great importance and opportunity to today's students in changing times, being of high prominence within its own GM&B membership ranks. Given the circumstances of 2021 at the time, GM&B Executive withheld from advancing proposals or further initiatives in Entrepreneurship until better opportunity to align its efforts in accordance with school initiatives emerges. Similarly with the Heritage Program, 2021 provided less opportunity to support notable developments, but the GM&B is anticipating the school's upcoming celebrations with a keenness and readiness to support in whatever way it can.

GM&B was proud to actively support a recognised need for the school organ to be replaced, and is appreciative that the installation of speakers experienced some unavoidable delay in 2021. Unveiling of the new school organ in the Memorial Hall offers an exciting prospect for the year ahead, as it will bear testament to the spirit of music in the school, especially underscoring the massed singing. The memories are cherished by Old Boys, but the experience for current students has been severely curtailed. We look forward keenly to developments.

The GM&B wishes to thank the School Principal, Dr Tony Mordini, his Leadership Team and Staff, School Council President Mr Henry McLaughlin and School Council members and sub-committees for the high-level collaboration and welcoming of involvement of the GM&B in their work during such a difficult year. We look forward to more conducive circumstances ahead, and to supporting the good work of so many great people in this great school.

Honour The Work

Daryl Brooks

Patron-in-Chief

Junior Leadership Program 2021 / 2022

The Junior Leadership Program (JLP) is in its 9th year and was conducted in 2020 with a combination of virtual meetings and face-to-face sessions. The JLP executive comprises Wayne Chow, Deniz Atakan, Alan Stein and Mangala Prasetia in consultation with Daryl Brooks.

This year, we invited three speakers from very different professional backgrounds to join us in the JLP 2022 symposium. Ms Caroline Tucek-Szabo, a senior and passionate immunologist from Moderna Therapeutics spoke to the students about her experience as a leader during a crisis and how her dynamic leadership led her team to assess, pivot and execute with care. Her pertinent presentation provided a behind-the-scenes perspective during the peak of the COVID omicron epidemic. (Very interesting and got my 110% attention). Mr Lewis Shobbrook, a senior manager from The National Australia Bank returned to JLP for the third time. He gave us his perspective on ethics and leadership, and why integrity in leadership matters. I was particularly impressed with the four examples of bad behaviours in business.

The 2022 program is supported by a group of 18 alumni who met for the first time in January at the Group Leader (GL) training at MacRob. Whilst the content of our sessions remained largely the same, it was a fantastic opportunity for the group leaders to meet one another, and come up with their own style, technique or methods to foster student discussion as long as they meet our JLP success criteria. The framework across our six sessions have been revised and trialled in 2022, with the inclusion of several new group activities. Due to the unknowns of COVID restrictions which may affect individuals (students and alumni) to self-isolate, we also made a decision to limit the number of students in the program.

At the planning level, the program is fortunate to be well-supported by a core group of capable and dedicated committee members from GM&B and The Palladians. Over the past 2 years, we have embraced virtual workspaces and online communication platforms to disseminate materials, discussion and feedback. The speed with which we communicate, and the high level of collaboration will be here to stay as we continue our work in the future. Our committee members include:

Deniz Atakan – Symposium Host, Planner and Facilitator

Alan Stein – Planner, Program framework revision and Coordination

Joanna Zhong – GL training, Session Coordination

Mangala Prasetia – Marketing and Communication

Evania Lok – GL training and Coordination

At the time of writing, The Junior Leadership Program will be looking at the Mentoring and Entrepreneur programs, including possible future events, which may align to both school's offerings in extra-curricular program and student learning. Watch this space.

Honour The Work

Wayne Chow

Junior Leadership Program

Annual Scholarship Program

Thanks to the generosity of Old Boys and their families, the MHOSBA awards a range of secondary and tertiary level scholarships each year. In 2020 we welcomed Professor Ross Fitzgerald AM (MHS 1961) to the program, and in 2021 Mr Peter Ivany AO (MHS 1971) and The Men For All Seasons (MFAS). With \$19,500 funds available to be awarded, the program continues to grow and includes:

Bluey Truscott Scholarship

The Bluey Truscott Scholarship is awarded annually to one or two Year 10 students at Melbourne High School. Thanks to Mr Steven Pilmore (MHS 1966).

The Peter Ivany AO Scholarship

The Peter Ivany AO Scholarship is awarded annually to an MHS student completing VCE who particularly requires financial assistance. Thanks to Mr Peter Ivany AO (MHS 1971).

The Men For All Seasons Scholarship (MFAS)

The Men for All Seasons (MFAS) Scholarship is awarded annually to a current MHS student who lives outside greater metropolitan Melbourne and uses V-Line to commute to school OR who is from regional Victoria and resides in Melbourne during term and – in either case - particularly requires

financial assistance. Thanks to Mr Mark Wood (MHS 1982), Mr Peter Day and Mr Anthony Watkins (both MHS 1983), and MFAS.

The Professor Ross Fitzgerald AM Scholarship

The Professor Ross Fitzgerald AM Scholarship is awarded annually to an MHS Old Boy pursuing studies in History and/or Politics at Monash University or The University of Melbourne. Thanks to Professor Ross Fitzgerald AM (MHS 1961).

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. Thanks to Drs. Abhishek, Amit and Ajai Verma (respectively MHS 2001, MHS 2003 and MHS 2006).

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. Thanks to Mrs Jan and Mr Darrell Mahoney and Mr Ben Mahoney (MHS 1991).

The John Ly (Nguyen) Trust Scholarship

The John Ly Nguyen Trust Scholarship is awarded annually to a current Year 12 student at Melbourne High School, studying science-based subjects. Thanks to Mr John Ly (Nguyen, MHS 2002).

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. Sponsored by MHSOBA Inc. and MFAS.

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. Thanks to Mr Greg Webber (MHS 1993).

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. Thanks to Mr Lambis Englezos AM (MHS 1971).

MHSOBA Online

MHSOBA's website 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" group on LinkedIn.

Our quarterly e-Newsletter is produced in-house and keeps our community up to date. Regular features include an Events Update; Scholarship Report; Literary Reviews; Notable Old Boys; From the Archives and Tributes along with contributions from MHS Principal Dr. Anthony Mordini; MHS Foundation; GM&B Patrons' Club and MHSOB Football, Cricket and Hockey Clubs.

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.

In 2022 the Directory will be reframed to make accessible to a wider array of Old Boys. We hope to achieve steady subscription rates and an increased overall number of listings for the benefit of both Old Boys, MHS and the MHS community.

Events

Regrettably, lockdowns of 2020 and 2021 resulted in mass event cancellations or the delivery of events online. Reunions and our Annual Dinner were cancelled in both years. Appreciation Evening 2020 was held online, as were Vocational Seminars and VCE Exam Master Classes for both years. MHS Careers was held online for the first time in 2021.

Amid ever-changing lockdowns last year, we successfully delivered a 10-Year Reunion for the Class of 2011 with restricted guest numbers.

In 2022, we plan to deliver a select number of “Reunions Revisited” for cohorts from 2020 and 2021 and a mix of significant Reunions for 2022. Focused on bringing Old Boys together – and where appropriate - some of this year’s Reunions may include one, two or even three cohorts at one event.

Planned for late August, our Annual Dinner will feature an outstanding speaker in a beautiful venue. Subject to community interest, a Golf Day may be held later in the year. Dates for both events will be announced via personalised invitation, website, newsletter and social media.

Registration for all MHSOBA events is essential. In line with current DHHS guidelines, guests to The Unicorn Club are required to scan our QR code on arrival and provide proof of double vaccination or medical exemption. Our COVIDSafe Plan includes cashless bar (EFT preferred) with no self-catering.

A Tribute to Jeremy Ludowyke

Following his retirement, MHSOBA produced “A Tribute to Jeremy Ludowyke, MHS Principal 2005 - 2020”. Featuring images and articles from past colleagues, Old Boys and students, this 26-page publication was distributed throughout the MHS and MHSOBA community. [A PDF of the Tribute can be downloaded here.](#)

The Unicorn Club

Having been closed during COVID lockdowns, The Unicorn Club is once again open for business. Located on the upper level of the MHSOBA pavilion, the venue 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.

Books & Merchandise

The MHSOBA has a range of merchandise and books available for purchase. With the launch of “MHS Ray: A Life” this book is available online for purchase from Wednesday 23 March 2022. We plan to have a range of products available for online purchase in coming months.

MHS Foundation

The Melbourne High School Foundation (mhsfoundation.org.au) is the School's fundraising organisation. 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.

Below are details of the Foundation's individual Trusts:

- The General Trust 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 at MHS.
- 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 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. All donations, excluding contributions to the General Trust, are tax-deductible.

Impact

With the generous support of the School community, the MHS Foundation supported the following programs in 2021.

The Centre for Higher Education Studies (CHES)

Nine years ago, the MHS Foundation purchased land adjacent to the School at 669 Chapel St and in 2020, negotiations were completed for the purchase of the land by The Victorian School Building Authority.

Work is now underway on a state-of-the-art facility that will provide the boys at Melbourne High School and secondary school students across Victoria with a unique educational opportunity.

The Centre for Higher Education Studies (CHES) will offer high-achieving and highly-abled secondary school students, first-year university courses and select VCE subjects, contributing to their ATAR, whilst gaining university credits. Outside of CHES programming hours, the facility will be available for use by the MHS community for classes and other events. The centre will be operational in 2023.

Supporting students

Through our Scholarship Trust, 56 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.

Mental Health First Aid

Funds raised through the 2021 Annual Appeal will support the roll-out of a Mental Health First Aid

Program (MHFAP) designed to build the capacity of teachers, parents and students to understand and respond to mental distress and crises.

Developed in Australia in 2000 and now used in 24 countries, the MHFAP is designed as a suite of training courses that provide individuals with the knowledge, skills and confidence needed to support a person experiencing a mental health problem or mental health crisis, including being suicidal.

The Health and Wellbeing Fund will support two Wellbeing Team members to undertake training in the MHFAP. Once trained they will conduct annual programs at MHS to build the capacity of staff, parents, and students to understand and respond to mental health within the school community.

Double basses and organs were purchased for our talented musicians

The Foundation responded to a request from Friends of Music to address the school's shortage of Double Bass instruments. With only one functioning double bass for performances, rehearsals and music lessons, student learning was significantly impacted.

Three additional double basses have now been purchased for the Music Department, with funds from the Arts & Cultural Trust, greatly improving opportunities for students to practice and perform.

Members of the Old Boys GM&B Association also banded together to raise funds for the purchase of an electric organ for the school.

Classroom Crowdfunding Campaign

Due to COVID19 the crowdfunding campaign scheduled for December 2021 was again postponed and rescheduled for September 2022. To date, nine classrooms have been renovated with funds raised through our Classrooms for a New Century Campaign. Progress to date has been slow due to COVID-19 restrictions halting construction on-site.

Regular Giving

The Foundation now has the capacity to accept regular monthly gifts from our donors. Building this capacity will help to increase the long-term sustainability of our Trusts. Collectively our regular donors will provide regular ongoing support that will enable the school to plan for the future.

Annual Appeal

With the generous support of over 400 donors our tax appeal raised \$125,644 in 2021. The donation breakdown is as follows:

Future Fund - \$19,198

Classrooms - \$28,753

Scholarship Trust - \$37,197

Arts & Cultural Trust - \$10,743

MHSOBA – Scholarship Trust - \$2,812

Library Fund - \$1,501

Health Prom Trust - \$15,219

Millgrove - \$10,000

General Trust - \$211

Fixed Scholarship, Awards & Speech Night Funds

In 2021, 125 donors contributed \$43,575 towards fixed scholarships, awards and speech night prizes helping us to recognise excellence and ensure no student is left behind.

We would like to take this opportunity to thank all our generous supporters who contributed to our significant impact in 2021.

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

Financial Performance

Ms Mel Nicholson, Business Manager

REVENUE

Dep't Grants	1,466,857.00
Commonwealth Government Grants	53,247.00
State Government Grants	9,800.00
Other	78,028.00
Locally Raised Funds	2,743,100.00
Total Operating Revenue	4,351,032.00

EXPENDITURE

Salaries and Allowances	1,052,859.00
Bank Charges	6,206.00
Consumables	353,369.00
Books and Publications	21,395.00
Communication costs	110,532.00
Furniture & Equipment	683,709.00
Utilities	360,855.00
Property Services	638,804.00
Travel & Subsistence	430.00
Motor Vehicle Expenses	14,568.00
Administration	102,612.00
Health and Personal Development	11,565.00
Professional Development	45,506.00
Entertainment and Hospitality	13,282.00
Trading and Fundraising	38,580.00
Support/Service	445,222.00
Camps/Excursions/Activities	232,045.00
Internal Transfers	8,289.00
Miscellaneous	13,426.00
Total Operating Expenditure	4,153,253.00
Net Operating Surplus/-Deficit	197,779.00

CAPITAL EXPENDITURE

Total Capital Expenditure	95,208.00
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ASSET WRITE-DOWNS

Total Asset Write-Downs	113,811.00
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PRIOR YEAR ADJUSTMENTS

Total Prior Year Adjustments	-
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8025:Melbourne High School

General Ledger
Balance Sheet
 As at 31 December 2021

	Current	Last Year
Accumulated Funds		
Accumulated Funds	-3,615,771.14	-3,531,803.04
Total Funds	-3,615,771.14	-3,531,803.04
Represented by:		
Non Current Assets		
Motor Vehicles >\$5,000	64,781.82	113,716.82
Computers/IT equip >\$5,000	664,184.33	634,456.33
Printers/Scanners >\$5,000	7,140.00	7,140.00
Computer Software >\$5,000	131,521.91	91,561.91
Furniture and Fittings >\$5,000	147,194.30	147,194.30
Musical Equipment >\$5,000	149,426.37	149,426.37
Office Equipment >\$5,000	46,470.05	46,470.05
Communication Equip >\$5,000	57,430.24	49,582.24
Plant & Equipment >\$5,000	272,389.64	272,389.64
Sporting Equipment >\$5,000	195,291.81	244,745.62
Other Assets >\$5,000	176,668.86	176,668.86
Building & Land Clearing Acct	2,250.00	0.00
Min Ld Build Assets < \$50,000	19,720.00	19,720.00
	1,934,469.33	1,953,072.14
Current Assets		
High Yield	691,921.83	691,649.59
Official Account	196,906.81	295,080.97
Building Fund Account	660,485.09	720,271.98
Library Fund Account	3,097.31	3,099.31
Cooperative Account	1,981.82	2,892.65
TERM DEPOSITS	0.00	249,544.54
AT CALL INVESTMENTS	0.00	151,193.20
Hockey Field Replacement	250,788.85	0.00
Hockey Pavilion Caps Res	151,211.91	0.00
Accounts Receivable Control	79,222.76	1,082,378.23
Sundry Debtors	2,555.94	32,031.54
GST Purchases (Reclaimable)	22,564.01	17,591.62
Prov for Non-Recov Fam Char	0.00	0.00
Petty Cash Advance	14,500.00	34,000.00
	2,075,236.33	3,279,733.63
Total Assets	4,009,705.66	5,232,805.77
Current Liabilities		
Accounts Payable Control	-35,216.43	34.95
Revenue in Advance	0.00	-1,243,176.80
Leave Provision LSL/Annual	-157,312.55	-157,312.55
GST on Sales	-1,405.54	-548.33
	-193,934.52	-1,401,002.73
Non Current Liabilities		
Co-operative Loan	-200,000.00	-300,000.00



8025:Melbourne High School

General Ledger
Balance Sheet
 As at 31 December 2021

	Current	Last Year
Total Liabilities	-393,934.52	-1,701,002.73
Net Assets	3,615,771.14	3,531,803.04

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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