



Melbourne High School

INFORMATION BOOKLET

2024

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From the Principal

What is our vision?

Melbourne High School consistently returns some of the best Year 12 academic outcomes in the state. Whilst there is little doubt that many families are attracted to Melbourne High School because of these exceptional academic results, the School offers every student much more than this. Melbourne High School has always prided itself on providing an education for all facets of life. This is reflected in the School's Statement of Purpose that identifies the life skills it aims to foster in all students. These include:

Successful learners:

- Study a curriculum that embraces all learning areas and balances breadth and depth of focus
- Can 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
- Can 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 work force
- 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
- Can exercise civic leadership for the common good

This generation will confront complex global, professional and personal challenges. These are capabilities identified by governments, employer groups and futurists as essential to equip our students to meet these challenges in a positive and optimistic way.

As the gallery of ex-students which lines our hallways attests, Melbourne High School has, over generations, nurtured national and international leaders in all walks of life. Many of our students will become the social, political and cultural leaders of the next generation and the School has a clear responsibility to ensure that every student has been prepared to respond in a well-informed, imaginative, courageous, caring and socially responsible manner.

A successful Year 12 result is a passport to better career opportunities, but Melbourne High School aims to prepare and inspire its students to achieve much more than just good marks. We are aiming to foster not just successful young men, but socially informed, responsible, multi-talented, successful leaders. These aspirations are described in the MHS Statement of Citizenship found later in this booklet.

This is our vision of the man we hope your son will become.

What makes a good school? – a guide for parents

A good school is one that sets high expectations for its students and provides an environment that is nurturing and respectful and a learning program that extends and challenges every student. A good school has well-maintained facilities and resources. Teaching must be academically rigorous and responsive to the needs of every child. Teachers should be highly skilled, approachable and supportive and the school Principal must articulate a clear vision for the school.

How can parents assess the qualities of a school?

The enthusiasm of students for their school is the best indicator of its success. Seek out present and former staff, students and parents and canvas their views. Some schools emphasize grounds and facilities – be sure to look behind the façade to gauge how students inhabit the environment and interact with each other.

You can also gauge the quality of a school by the ‘feel’ of the place – is there a sense of purpose, enthusiasm and enjoyment? Students should be open, happy and genuinely engaged. Look for a variety of programs that will provide new challenges and opportunities for your child to flourish, such as a wide range of enrichment activities.

Are private schools better than government schools?

There is no ‘typical’ private school or government school. Much of the discussion about private and public education neglects the fact that all good schools operate according to similar principles. A good local public school that provides high standards, good teaching challenges and solid basic experiences will outperform a private school that may look better but does not deliver effective learning.

Many government schools may give your child a sense of belonging and enthusiasm that an expensive school may not provide. All good schools exhibit a strong educational philosophy. All good schools foster purposive values. All quality schools have a sense of social justice and a regard for ability and individual difference. There is no simple dichotomy between state and private schools, but private does not mean better.

Don't academically able students do well regardless of the school they go to?

This is a common belief, but the research evidence is very clear. Academically able students perform far better and are happier in a school of 'like minds' where the curriculum is tailored to their unique needs and is delivered by teachers who have been specially trained and experienced in teaching these students.

What about single-sex versus co-ed schools?

Both single-sex and co-ed schools have advantages. Education research demonstrates that many, but not all, students feel more educationally engaged in single-sex environments. Much depends, however, on the approach taken. If the ethos is one of exclusion whether by gender, culture, or other socio-economic circumstance, then the school is not likely to be beneficial. Educators in an all-boys environment place a specific emphasis on the learning, social and emotional needs of boys. Learning can therefore include lots of physical activities as well as safe spaces to nurture boys' artistic and creative temperaments. Additionally, at Melbourne High School there is a deliberate focus in subjects such as Personal Development and our Mother and Son, and Father and Son programs to develop a positive masculinity that encourages respect, empathy, inclusion and kindness.

What should you be particularly aware of when considering a school?

Parents should look for:

- A clear philosophy that directs the school rather than just being a marketing pitch
- A curriculum program that will be broad enough to cater for the interests of every child
- Teaching that will challenge and support your child
- Extensive co-curricular activities that will extend and enrich your child
- Adequate and appropriate facilities not just glitz
- A school that is a welcoming and inclusive community

What sets Melbourne High apart?

Your son may be comfortably settled in his current school and you may be cautious of considering a change of schools. What advantages will a shift to Melbourne High School offer? Perhaps the best test of this is those students who have recently made this shift themselves. Each year we conduct a survey of our new students and their families to understand and examine their experiences of transition to Melbourne High School. They clearly describe the significant benefits of the unique and vibrant climate of the School. These include:

A 'community of like minds'

At their present school, many students admitted to often feeling like the odd one out. Whilst clearly academically able most felt obliged to underplay their abilities amongst their peers. Many acknowledged a growing frustration with class time wasted on the unproductive or disruptive behaviour of others and unchallenging work. Melbourne High School has the unique advantage of a student community made up entirely of the brightest and best students in the state. For the first time, students find themselves amongst 'like minds'. It is this element of MHS that new students immediately identify as liberating and remarkable. (If not a little daunting at the outset!)

A real challenge

Because every MHS student is academically able, the School can offer a curriculum program tailored specifically to their unique needs. This means our program has the breadth, depth and pace that simply would not be possible at another school. New students express their appreciation and excitement at being exposed to higher-level concepts and thinking, as they face new and challenging ideas every day.

Many describe the realization that whilst they may have been the most able student at their previous school with little real effort, their abilities here are far more rigorously tested by equally able students and higher expectations. MHS engenders an unusual spirit of friendly competitiveness, hand in hand with mutual respect and support. It fosters and celebrates achievement in every field of human endeavour and inspires an ongoing desire to always strive for personal best.

Co-curricular adventures

MHS offers what is without doubt one of the most extensive and comprehensive co-curricular programs in the state. New students express their excitement at being able to choose from and explore such a rich and varied range of possibilities. Many find new areas of interest and thrive in them. Others link up with like-minded peers to pursue long-held passions previously unable to be met in their prior school.

Respect of difference

Melbourne High School is proud of its rich heritage of inclusivity and respect for individual difference. Given the broad reach of MHS, our community is made up of a much broader spectrum of cultural and social backgrounds than most schools: a spectrum far more representative of the world at large. In this diverse environment students gain a deep understanding of a wide range of cultures and social backgrounds. Exposure to new and divergent ways of thinking about the world, helps develop appreciation of and inspires a life-long respect for the uniqueness of every individual.

Every day is different

Each day offers something different and new to excite, experience and explore. Throughout the year students are afforded the opportunity to participate in massed singing, House sports days, excursions, concerts, camps, clubs and interest groups, cadets, interstate and overseas exchanges and art shows. The year culminates in Speech Night, an inspirational celebration of the growth and achievements of our student body. These and other offerings enrich the educational experience of our students and generate in them energy and enthusiasm to learn and develop into well-rounded, informed contributors to society.

For over 100 years, Melbourne High has inspired amongst its students a lifelong excitement for learning and confidence in their own abilities, a respect for the rights and opinions of others, a sense of social responsibility and an enthusiasm to make the most of life.

This is what makes Melbourne High School so different.

Anthony Mordini

Dr Anthony Mordini

Principal



Our Physical Environment

Melbourne High School is the oldest state secondary school in Victoria, tracing its origins back to 1905. It is a state-wide provider of a comprehensive, selective-entry academic education for boys in Years 9 to 12. The School has 1370 students, with approximately 340 students in each year level. Admission to the School is by academic examination with a small discretionary factor.

The School is located at Forrest Hill, South Yarra, overlooking the Yarra River on the corner of Chapel Street and Alexandra Avenue. It is easily accessible and well serviced by rail, tram and bus transport, as well as bicycle paths and major roadways.

The School is committed to the continual improvement of all its educational facilities. The 'Castle on the Hill' is one of the most iconic and recognizable public buildings in Melbourne. The grounds, heated indoor pool and gymnasium, the tradition-steeped Memorial Hall and well-resourced library and music centre, reinforce the School's overriding emphasis on providing an extensive co-curricular and extracurricular program.

Since the early 1990s, over 40 million dollars has been invested in infrastructure work including refurbishment of the science wing, grounds improvements and installation of a specialist computer technology network. The School operates a one-to-one Mandated Device programme utilizing a hybrid table/laptop device. An Art Studies Centre was built in 2008 and in 2023 the Centre for Higher Education Studies was opened. The School is currently working on a project to rejuvenate the historic 1927 building.

The tree-lined grounds, set on five hectares, contain a turf oval for cricket and football, a flood-lit synthetic, multi-purpose hockey ground, netball, basketball and tennis courts, two synthetic practice cricket pitches and parking for about 130 cars. There are shaded passive recreation areas and outdoor seating for about three hundred students. The Northern Pavilion houses the headquarters of the Army and Air Force Cadet Units. The Southern Pavilion and Hockey Pavilion both contain social clubs, change room facilities and conference facilities. In 2023 the Rose Garden was created providing a new space for students to gather, learn, hold events and enjoy the School's physical environment.

The School also maintains its own Outdoor Education Centre at Millgrove in the picturesque foothills of the Warburton Ranges. It provides excellent outdoor and accommodation facilities on ten hectares of land. Features include high and low ropes courses, an indoor climbing wall, extensive surrounding bike paths, local caves, bushwalking and canoeing.

Curriculum

Melbourne High School favours breadth and depth of learning, rather than acceleration programs. The 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 and sporting excellence so that every student has the opportunity to reach their full potential and is provided with inspiration and challenging teaching that is caring of the individual.

A strong curriculum continues to be a key feature of Melbourne High School. The Victorian Curriculum and the Victorian Certificate of Education (VCE) broadly determine our courses, and the School is responsible for interpreting course outlines and implementing guidelines that ensure challenging and worthwhile learning situations for all our students. This opportunity for breadth of choice in VCE studies, together with our strong VCE programmes in English, Languages, Music, Humanities, the Arts, Commerce, Mathematics, Physical Education, Information Technology and Science, are important in giving our students every opportunity to develop their talents and achieve life and career goals.

At Years 9 and 10, Melbourne High School is guided by the Victorian Curriculum which provides a framework and standards from which individual schools can develop and deliver programmes of study. The Victorian Curriculum describes what students should know and be able to do at regular intervals from the Foundation (first year of school to Year 10). Subject areas consist of the Arts, Music, Philosophy, English, Physical Education & Health, Personal Development, Geography, History, Languages, Mathematics, Science and Technologies.

In addition, the development of four key capabilities is included in the curriculum: Critical & Creative Thinking, Ethical, Intellectual Thinking and the Personal & Social capabilities. These are taught through core subjects and elective subjects at Year 10.

Core subjects in Years 9 and 10 provide a solid foundation for students to pursue any VCE units in Year 11. Melbourne High School also gives students at Years 9 and 10 the opportunity to select semester-length electives. Year 9 students choose electives amongst the Technologies block, while at Year 10 students choose electives from the Visual & Performing Arts, as well as the Commerce learning area. The elective programme is designed to enhance and broaden students' knowledge and skills before specialisation occurs at Years 11 and 12. Students are encouraged to select electives not associated with career intentions; rather, choices are to be made based on enrichment and breadth.

Studies Available

ENGLISH

English (9-10 CORE, VCE)
English Language (VCE)
English as an Additional Language (VCE)
Literature (VCE)
World Literature (10 elective)

PHYSICAL EDUCATION

Physical Education (9, 10, VCE)
Health and Human Development (VCE)

INFORMATION TECHNOLOGY

Algorithmics (VCE)
Computing (VCE)
Computing Software Development (VCE)
Digital Technology (9 elective)

LANGUAGES (9-10 core, VCE)

French
German
Japanese
Indonesian

MATHEMATICS

Algorithms & You (10 elective)
Big Data (10 elective)
General Maths (VCE)
Mathematics (9-10 core)
Maths Methods (VCE)
Specialist Maths (VCE)

SCIENCE

Biology (VCE)
Chemistry (VCE)
Physics (VCE)
Psychology (VCE)
Science (9-10 core)
Systems Engineering (10 elective)
The Science of Motivation & Happiness, Psychology (10 elective, VCE)

PERSONAL DEVELOPMENT

Personal Development (9-10 core)

PERFORMING ARTS

Drama (10 elective)
Film Music and Composition (10 elective)
Massed Singing (9-10 core)
Music (9 core, VCE)
Music Craft (10 elective)
Music Inquiry (VCE)
Music Contemporary Performance (10 elective, VCE)
Music Repertoire Performance (10 elective, VCE)
Music Technology and Composition (10 elective)
Theatre Studies (10 elective, VCE)



HUMANITIES AND SOCIAL SCIENCES

Accounting (VCE)
Business Management (VCE)
Culture and Society (10 elective)
Economics (VCE)
Economics and Business (10 core)
Extended Investigation (VCE)
Geography (9-10 core, VCE)
Global Politics (VCE)
History (9-10 core, VCE)
History Revolutions (VCE)
Human Rights and the Law (10 elective)
Legal Studies(VCE)
Philosophy (VCE)
Sociology (VCE)

VISUAL ARTS

Art (9 core)
Art Making and Exhibiting (VCE)
Drawing and Painting (10 elective)
Media (VCE)
Media – Film and Video (10 elective)
Media - Animation (10 elective)
Photography (10 elective)
Studio Art (10 elective)
Visual Communication Design (10 elective, VCE)
Visual Communication Architecture (10 elective)



The Co-Curricular Programme

Sport

The House Competition is essential to our students' physical and sporting development as it is their chance to compete at a school level in their chosen sports. Recreation in inter-sporting competitions is also an integral part of the sport program, with over 35 teams representing Melbourne High School in any one year. Melbourne High School regularly competes in the Regional and State finals in events such as Swimming, Cricket, Water Polo, Athletics, Football, Squash, Badminton, Table Tennis, Volleyball, Netball and Basketball.

Melbourne High School teams also compete in 'All-Schools' events and competitions in the following sports: Rowing, Rugby, Water Polo, Athletics, Cross Country Running, Lawn Bowls, Orienteering, Swimming and Netball.

The sports program offers a rich variety of selections including Badminton, Baseball, Breakdance, Chess, Cricket, Cross-country, Fencing, Football, Futsal, Golf, Hockey, Martial Arts / Taekwondo, Lacrosse, Lawn Bowls, Netball, Rugby, Sailing, Squash, Table Tennis, Volleyball, Water Polo and Weights.

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Music

All students in Years 9 and 10 receive choral instruction each week and present a massed singing recital at each end of term assembly, and they combine with Years 11 and 12 students to form the annual Speech Night choir of approximately 1370 voices. The House Music competition is another event where all boys in the School sing in one of the four house choirs.

There are at least 20 music performances on the MHS music calendar in any given year, such as the House Chorals, the Family Concert, the Musical, Open Day and Jazz Night. Melbourne High School's reputation as a leading Australian school in boys' singing is further supported with many invitations to perform at important public music events.

Instrumental lessons on orchestral and band instruments are offered to students along with voice, classical guitar and piano. Over 400 students participate in one or more of the many ensembles that perform on different occasions. Melbourne High School also combines with The Mac.Robertson Girls' High School to present the combined annual musical, play and Winter Concert.

House Competition

Melbourne High School has a strong House competition which runs throughout the year. The four Houses, Como (yellow), Forrest (blue), Waterloo (green), and Yarra (red) compete in the Swimming Sports, Athletics event, House Chorals and Cross Country as well as in minor sports and activities. Every boy in each House will participate in at least Chorals and Cross Country each year.

Minor sports and activities include AFL football, football (soccer) basketball, debating, theatre sports, volleyball, water polo and instrumentals. Competition runs high to see which House will win the Derrimut Cup each year.



Involvement Programme

The Involvement Program is part of the school's extensive co-curricular programme. All Year 9 students participate. The Programme is designed to help students assimilate into Melbourne High School through meeting students from different year levels with similar interests and to enable students to broaden their experience at the School. All these activities continue through to Year 12 and many groups are run by senior students under teacher supervision.

These programmes enable all students to acquire important future skills, such as leadership, teamwork and initiative.

Involvement Activities offered to students include:

AFL football	Astronomy Club
Athletics	Australian Air Force Cadets
Australian Army Cadets	Badminton
Baseball	Basketball
Big Band	Bike Ed - Cycling
Book Club	Brass Ensemble
Breakdance (Soul Moves)	Business Club
Careers and Uni Engagement (CUE)	Chinese Culture Club
Cricket Association	Developers Club
Food Interest Group	Global Issues Education (GIE)
Heritage Society	History Club
Indonesian Club	Maths Extension Group
Library Assistant	Mathletes
MHS Creative Studio	MHS Gallery
MHS Law Society	Mixed Martial Arts
Peace in the Middle East	Photography Club
Political Interest Group (PIG)	Public Speaking Club
Railway Interest Group, (RIG)	Ray Willis Leadership Scheme
Reptiles, Amphibians and Fish	Robotics
Rock Club	Rowing
Rugby	Saxophone Ensemble
Scrabble Club	Science Club
Select-Entry Outreach Program	Single-Handed Feminism (<i>SHE</i>)
Soccer	Stage Band
Stage Crew	String Orchestra
Strength and Conditioning Group	Strategy Games Club
Students Alive	Student Wellbeing Action Group (SWAG)
Table Tennis	Tennis Interest Group
Theatre Sports	Triathlon
Ultimate Frisbee	Unicorn Photography
Unicorn Singers	Volunteers Club
Writing Interest Group (WIG)	

The range of groups and clubs vary from year to year due to new and changing student and staff interests.

Year 10 Community Service Programme

Each student in Year 10 is required to undertake at least 20 hours of unpaid community work over the course of the year. The programme aims to provide valued assistance to those in need in the community and provide each student with the opportunity to develop personally by:

- gaining an understanding, compassion and tolerance towards those who are disadvantaged
- experiencing a sense of achievement and independence by assisting others
- further enhancing communication skills and cooperative work skills and
- making valuable connections, which could later assist in university placements and job applications

Student Leadership

Melbourne High School believes that all students have a high leadership potential and, therefore, should be provided with as many leadership opportunities as possible.

There is a wide range of formally elected and selected leadership positions including positions with form groups, sporting and musical involvement groups and School-wide leadership positions. The School also offers a range of leadership training programmes including:

Year 11 Mentoring

This allows Year 11 students to be trained as leaders who are assigned to support a year 9 Form group including attending their year 9 camp at our Millgrove Outdoor Education Centre.

The Ray Willis Leadership Scheme

Students in leadership positions within the School are automatically invited and individual students may apply to join this scheme. In term one, a public forum is held with invited keynote speakers to introduce and speak on a topic of national importance. Last year's topic was Respectful Relationships. From this event, students worked in cross-year level groups of 3 – 5 students on a related project that was submitted for judging in September. The four best group projects share \$1000.00 in prize money.

Interstate and International Trips and Exchanges

The School hosts annual sports and cultural exchanges with schools in NSW, Queensland, South Australia and Western Australia. All students have the opportunity to travel to either our language exchange schools or various international learning trips. Annual or bi-annual exchanges occur with Japan, Germany, France and Indonesia. Other overseas trips occur on a subject-by-subject basis and past destinations have included the USA, Vietnam, Nepal and the Galapagos islands.

Student Wellbeing

Care of each individual is a central tenet of the School. The daily environment of the classroom is personal, orderly and intellectually rigorous. The diverse and eclectic nature of our community ensures that the unique characteristics and educational needs of every student are identified and addressed. Form teachers take responsibility for the pastoral care of no more than 28 students and are supported by an extensive student services team, which includes Student Learning Co-ordinators at each year level, a Student Wellbeing Co-ordinator, a Nurse, Careers Counsellor and educational psychologists.

The School rarely encounters difficulties with misbehaviour or disengagement from schooling. Specific support with time management, study skills, vocational and further study advice is readily available. The School's extensive and active Old Boys' Association provides considerable support through mentoring and career development programs during school years and beyond.



The Melbourne High School Statement of Citizenship

Citizens of Melbourne High School aspire to reflect the highest moral and ethical standards. Achievement is of great importance, but how we behave is just as significant. The core of citizenship at Melbourne High School is one of respect. Respect not only means the way we speak to each other, but the way we treat each other and each other's property. Within the School true citizenship requires the understanding of these values.

Citizens

Staff and students are privileged to work at Melbourne High School. Communication, respect and teamwork are necessary for teachers and students of all backgrounds, race, religion or gender, for it leads to a friendly and effective environment. It is essential to be who you are and allow others to be who they are.

'Honour the Work'

It is important to 'Honour the Work' and support each other in the process. Staff and students have a strong passion for their work and go about it in a productive manner. Students always produce to the best of their ability just as their teachers provide the best feedback possible. Two of the traditional School songs 'Honour the Work' and 'Forty Years On' refer to work and play, reminding us of the importance of not only having a healthy balance between the two, but to also honour them both.

Property

Great care is taken in handling the property of other people and the School. People's belongings, as well as school facilities, are looked after to maintain trust between citizens. Care and respect between citizens and their property are vital for MHS to work towards the future.

The School

MHS citizens are widely recognised, and it is important to have a positive impact on the wider community. An MHS citizen does not change when outside the School grounds but maintains these principles throughout their life.

Tradition

The 'Mind, Body, Spirit' philosophy covers the pillars of the Melbourne High School tradition for its citizens. Mind refers to academic performance, Body is sporting involvement and Spirit is wider School involvement. It is through a balance in these three key aspects that a person makes the most of their time at Melbourne High School.

Leaders

At MHS there is a wide diversity in leadership roles and students and staff have the opportunity to participate and contribute to these positions. MHS Leaders operate by example, further developing their maturity, integrity, and appreciation for each other.

MHS citizens strive for excellence in all aspects of life. It should not be up to a teacher or peer to monitor one's actions. Rather, we should work together towards being individuals who are of good character and nature, without prompting; because if one falls, we all fall, just as we all share in each other's success.

Frequently Asked Questions

We live quite a distance from the school and are concerned about the travel times.

Our students travel to MHS from everywhere across the greater Melbourne metropolitan area and indeed beyond. The School's central location ensures that it is easily accessible via all major train, tram and bus routes. Many MHS students travel for an hour or more each way to school. Melbourne High School links students who live in the same area and may travel to school together.

My son may not know anyone at MHS so feels nervous about changing schools.

MHS runs an extensive transition programme to ensure students settle quickly into their new school. Year 9 Form Teachers provide specific pastoral support and serve as a contact point for parents. Each Year 9 form spends a week at Millgrove, the School's outdoor education centre, early in the year, which enables boys to form strong friendships. It is our experience that boys forge friendships which last well beyond their school years.

Does the school focus solely upon academic studies?

Melbourne High School students receive a 'total' education enabling them to explore possibly the most extensive co-curricular programme available. This includes musical and drama productions, sport and outdoor education, community and cultural involvement and leadership programmes, a variety of camps, excursions and overseas and interstate exchanges as well as a diverse range of clubs and societies and lunchtime, after school and weekend activities.

How do most students adapt to Melbourne High School?

We find that the vast majority of students quickly thrive and are delighted to be at a school where academic ability is nurtured and challenged. Classes are rarely disrupted by bad behaviour and MHS provides a stimulating learning environment. It is extremely rare for students to regret choosing Melbourne High School.

My son currently attends a co-educational school and is unsure about going to an all-boys' school.

Whilst research supports the benefits of single-sex education, MHS also provides many opportunities for co-educational activities. Melbourne High School has very strong links with its sister school, The Mac. Robertson Girls' High School and both combine for many regular co-curricular activities including the Combined Schools musical and play, many music performances and festivals, leadership activities, as well as social events. Additionally, all programs delivered in the Centre for Higher Education Studies involve students from our partner schools, including Melbourne Girls' College, Richmond High School and Prahran High School providing MHS year 12 students with the opportunity to engage in rich academic activities with some of the state's most academically capable young men and women.

Will my son still be able to play sport?

MHS runs one of the most extensive sport programmes available and all students have weekly sport classes.

Your son will also have the opportunity to join interschool sports teams, the vibrant House competition in swimming, athletics and cross country and music is also a popular feature of the School programme. Some sporting teams participate in weekend competitions, such as rowing, rugby, lacrosse and water polo.

My son wants to continue with instrumental music lessons. Can he do this at MHS?

MHS offers instrumental music tuition, AMEB examinations and classroom music with a diverse range of instruments and styles, including a full orchestral and symphonic programme, jazz, stage and military bands and contemporary music ensembles.

Can my son continue his current language study?

The study of a modern foreign language is a compulsory core subject in Years 9 and 10. Four language studies are offered at Melbourne High School: French, German, Indonesian and Japanese. Boys select one language at Year 9 and are expected to continue with the same language into Year 10. All four languages can be studied at VCE level in Melbourne High School.

Do the boys have to remain after school for music and sport practice?

There are many bands and ensembles at MHS and generally, groups rehearse before school or at lunchtime. Sport practice, if required, is often held before school. Some co-curricular activities occur at the end of the day.

What are the school fees?

Schools provide students with free instruction to fulfil the standard Victorian curriculum requirements.

Parents' financial contributions enable Melbourne High School to provide a wide array of academic, sporting and co-curricular activities. Without financial assistance from parents, Melbourne High School cannot provide facilities such as the purpose-built Arts Studies building, upgraded Rose Garden precinct together with the required maintenance of our buildings and grounds. Parent contributions and fund raising have enabled us to convert most of the classrooms in the Twenties building into twenty-first century state of art learning spaces for our students. As a guideline, parents may be asked to contribute approximately \$3,000 per year towards their sons' education.

Melbourne High School draws from a diverse socio-economic community and we aim to ensure that no student misses out on educational opportunities due to identified financial hardship.

Does the entrance exam include a scholarship or fee reduction?

The entrance exam is the only means of selecting students. The School does offer several scholarships and awards at specific year levels. Information regarding these is available once your son has gained a place at MHS.

How can I, as a parent, help the School?

We encourage parents to involve themselves in the life of Melbourne High School. The MHS Parents and Friends Association organises social activities such as trivia nights, parent information forums, International Night, which

showcases the cooking talents from our diverse community, Mothers' and Fathers' Day brunches and guest speakers.

Parents whose sons are involved in music and rowing can join Friends of Music and the Rowing Fraternity for social and fundraising activities.

Elections for parent representatives on School Council are held annually. Parents are also welcome to participate in one of the School Council sub-committees.

Does MHS have a uniform?

Yes, the school uniform is compulsory for each student and consists of the school blazer, grey trousers, a School tie, white shirt (both summer and winter versions are available). Students are required to wear the MHS Sports uniform and be well-groomed. All uniform items are available from PSW and through the Parents and Friends second-hand uniform shop.



2025

Enrolment procedures

Years 9, 10 and 11

Entry into Year 9 in 2025

Students must be either Australian or New Zealand citizens or a holder of a visa or ImmiCard which exempts them from paying international student fees to attend a Victorian government school.

Fee-paying international students enrolled in Victorian schools are not eligible to apply. Melbourne High School cannot enrol international or temporary students.

Applicants who are offered a place must provide original documents to verify Australian Citizenship. All incoming students are required to provide a copy of their birth certificate, whether born in Australia or overseas. Applicants born overseas are required to provide a copy of their visa or ImmiCard, Australian or New Zealand passport.

Offers will be withdrawn if eligibility requirements for enrolment are not met.

The Australian Council for Educational Research (ACER) administers a centralised selection process on behalf of the Department of Education.

All students wishing to apply for entry into Year 9 in 2025 must sit the entrance examination when in their second year of secondary schooling, which is generally year 8.

The entrance examination results are used to select students for the following year to commence in Year 9 at one of the four selective entry schools: Melbourne High School, The Mac.Robertson Girls' High School, Nossal High School in Berwick or Suzanne Cory in School in Werribee.

Application to sit the entrance examination is an online process and must be made at <https://selectiveentry.acer.org/vic>

Applications open on 5 February 2024 and close on Friday 3 May 2023. Late applications will not be accepted.

In 2025 Melbourne High School will select 312 students to enter year 9. Approximately 1500 students sitting the entrance examination will have listed Melbourne High School as their first preference school.

Once you have lodged and paid the application fee you will receive confirmation by email from ACER that your application has been received.

On Tuesday 28 May 2024 all parents/carers of registered candidates will receive a detailed email from ACER outlining the exam arrangements, including the arrival and departure times, your child's allocated venue and items that must be taken to the examination. You will receive your child's admission ticket on 30 May 2024. You will be required to bring a printed copy to the examination. Electronic copies will not be accepted.

If you have not received this advice by 31 May, you need to contact the ACER support team.

ACER will email the outcome of the entrance examination to parents in August and the first round of places will be offered at Melbourne High School. Subsequent rounds of offers are made until all places have been filled. This process continues until the end of the school year.

If you receive an offer, instructions on how to accept the offer will be provided. You will have one week to respond to the offer of a place. Extensions cannot be granted and decisions about the School need to be made at the time of application. If you do not reply by the due date, the offer expires, and the place is given to another student.

It is very important that you do not forward the email advice to another person. Forwarding this email enables another person to access your information and potentially withdraw a previously accepted offer.

Should a vacancy arise at Melbourne High School your son may receive a late offer. You will be advised of this subsequent offer by an email from ACER. Please do not contact the School.

Equity Consideration

Up to 10% of each selective entry school's year 9 enrolment is reserved for students who fulfil Equity requirements. When completing the online registration, eligible families should complete the Equity Consideration section.

Students whose parent(s) have a Centrelink card to support low income or who are Aboriginal or Torres Strait Islanders are eligible to apply for Equity consideration.

These families must enter the primary cardholder and applicant's Centrelink Customer Reference Number (CRN) on the application. If applying as Aboriginal and Torres Strait Islander, applicants must provide a *confirmation of Aboriginality form*, issued by a Koori Elder, Local Aboriginal Consultative group or Koori Engagement Support Officer.

Order of Preference

There are four selective entry schools in Victoria and when completing the online application, you are asked to choose your preferences. You can list one, two or three schools as your preference, but it is important to only list schools that you are your son are prepared to attend. Consider where you live, how your son will travel to the school and how long will it take.

The order of preference is important. Applicants should put their most preferred school as number one. Transfer between the selective schools is not possible. If your child is offered a place at another selective entry school which you listed as your second preference, it is not possible to transfer the offer of this place to Melbourne High School.

The 4% Rule

A quota applies to the number of Year 8 students from any one source school who can be offered a place at one of the four selective entry high schools. This quota of 4% applies to minimize the impact on source schools.

The maximum number of students admitted into Melbourne High School, The Mac.Robertson Girls' High School, Nossal High School, Berwick and Suzanne Cory High School **combined** from any one school must not exceed 4% of that contributing school's Year 8 enrolment.

This means, if there are 100 students (boys and girls) enrolled at Home High School, Melbourne High School, The Mac.Robertson Girls' High School, Nossal High School and Suzanne Cory High School combined, will select the top four scoring students based on their exam score. Some students, although their exam score is acceptable, may miss out on being offered a place, as the ceiling of 4% cannot be exceeded.

The Principal's Discretionary Category

85% of students entering Year 9 are selected based on their performance in the entrance examination. Four per cent, (4%) that is 16 students out of the 312 students coming into Year 9 in 2025, will be offered an opportunity to enter Year 9 at Melbourne High School at the Principal's discretion, as long as this does not exceed the Year 8 quota of students from any one source school. Only applicants who sat the Selective Entry High Schools' examination will be considered for this category.

Eligible students will receive an invitation to apply for a discretionary category place, with the application form included in the email. An invitation to apply for a discretionary place is not an offer of a place.

Applications from eligible students are sent to the School. The School shortlists and interviews students from the submitted applications and offers places to the successful applicants.

Important Note

The Principal's Discretionary Category invitations are sent to eligible candidates by the School, meaning that only candidates who receive an invitation from one of the selective entry schools can apply for a discretionary place.

Examination format and Preparation

The entrance examination is a written assessment, designed to test ability rather than achievement and will include a focus on higher order thinking skill.

The entrance examination will take approximately three hours to complete and is made up of five test papers of multiple-choice questions and written tasks.

- Reasoning – Reading
- Reasoning – Mathematics
- Short break
- General Ability – Verbal
- General Ability – Quantitative
- Writing

We recommend applicants:

- Understand the format of the exam by referring to the practice test on the Victorian Selective Entry High School's website
- Practise essay writing in response to a topic, question, quote or debate
- Practise answering multiple choice questions with set time limits
- Allow plenty of travel time to the exam venue
- However, do not arrive too early; the weather in July is usually cold
- Relax in the examination

Entry into Year 10 in 2025

Students must be either Australian or New Zealand citizens or a holder of a visa or ImmiCard which exempts them from paying international student fees to attend a Victorian government school.

Fee-paying international students enrolled in Victorian schools are not eligible to apply. Melbourne High School cannot enrol international or temporary students.

Applicants who are offered a place must provide original documents to verify Australian Citizenship. All incoming students are required to provide a copy of their birth certificate, whether born in Australia or overseas. Applicants born overseas are required to provide a copy of their visa or ImmiCard, Australian or New Zealand passport.

Offers will be withdrawn if eligibility requirements for enrolment are not met.

In keeping with our motto “*More than Just Marks*”, the focus on year 10 entry is the selection of students who are involved in co-curricular activities. We are keen to receive written personal statements from students outlining their involvement in co-curricular activities and their skills and achievements in these activities that take place outside the classroom.

Students who are currently enrolled in their third year of secondary schooling, generally year 9, at a government or non-government school are eligible to apply for Year 10 entry. All applicants must sit the Year 10 Academic Ability Assessment.

The Year 10 online registration link, together with the ‘*MHS Application Form*’ is available in the Year 10 Enrolment section of the Melbourne High School website from Thursday, 15 February 2024.

The Closing Date for online registration is Friday 31 May 2024

Applications must arrive at Melbourne High School by Wednesday 12 June 2024.

There are three components of the Year 10 entry process:

- Completion of a written application, due at MHS no later than Wednesday 12 June
- Academic Ability Assessment – Monday 17 June 2024
- Interviews for shortlisted applicants

The Written Application

All applicants are required to submit the MHS Application Form, to be written by themselves. Supporting secondary school documentation should be included. All applications are assessed by a School-appointed selection panel against the required criteria. Applicants are expected to demonstrate a high level of secondary school achievement against the following three criterion:

Co-curricular Achievement

Successful applicants should be able to demonstrate significant secondary school achievement in one or more areas of co-curricular involvement such as, but not limited to, music, sport, debating, performing arts and membership of an Australian Army Cadet or Australian Air Force Cadet Unit.

School and Community Leadership

Successful applicants should be able to demonstrate a record of leadership at secondary school level or within the broader community.

Academic Achievement

Successful applicants should be able to demonstrate a record of outstanding academic achievement at secondary school level.

GUIDELINES FOR WRITTEN APPLICATION

Personal Statement

This must be prepared by the applicant and consist of 350 – 500 words using the *MHS Application Form*, (available on the School's website). Please detail the reasons why you are seeking enrolment at Melbourne High School and why you feel you should be selected.

Response to the Selection Criteria

This must also be submitted on the required application form. You should detail and provide evidence of your achievements against each of your statements.

Supporting Documentation

You should include enough material to validate all information included in your selection criteria response or personal statement. Where possible, one photocopied document per secondary school academic and co-curricular achievement should be provided as evidence. Evidence is required for representation at a state level.

All applicants must include a complete set of their 2023 mid-year and end of year school reports (June & December) Students are also required to include a handwritten piece of work undertaken in 2023. The work must have been marked and include the student's name. Scanned **photocopies** of original documents should be submitted. Please note photographs or references from your current school's teachers are not required.

Other factors which may be considered

Students' prior educational opportunities, as well as short or long-term disadvantage or hardship can be considered. This could include interrupted schooling or a family situation which may have impacted on the student's educational opportunities. A previous family connection(s) to Melbourne High School may be considered.

Academic Ability Assessment Test – Monday 17 June 2024 at Melbourne High School

Online registration for the Academic Ability Assessment Test opens on 15 February 2024.

Once final registration closes on Saturday 1 June 2024 detailed instructions for the test will be sent by email to parents of registered applicants using the email address provided on the online registration. The registration site is managed by our testing company, Edutest and is available by visiting the Year 10 Enrolment section of the Melbourne High School website, <https://www.mhs.vic.edu.au>

The Academic Ability Assessment consists of the following sub-tests:

- Verbal Reasoning
- Numerical Reasoning
- Reading Comprehension
- Mathematics
- Persuasive or Creative Written Expression

The results of the Ability Assessment test are used as a general guide to ascertain students' academic suitability to a selective entry school classroom. Unlike year 9 entry, the results are not used to rank students based on their academic ability.

Interviews for Shortlisted Candidates

Each student's written application, supporting documents and ability test results are evaluated by a School-appointed selection panel. Approximately 50 students will be shortlisted for interview. All candidates will be notified once this shortlisting has been completed.

Shortlisted applicants will be invited to attend an interview with the panel. Those who are shortlisted for an interview will be advised of the details of this interview and must bring a photocopy of their 2024 Year 9 mid-year, (semester one) school report with them on the day of the interview.

Confirmation of offers will be advised once the interview process has been completed.

The Principal's Discretionary Category, "Four Percent" Rule and Equity Consideration do not apply to the Year 10 Intake.

APPLYING FOR MORE THAN ONE SELECTIVE ENTRY SCHOOL AT YEAR 10

Students may apply to another selective entry school such as Nossal High School in Berwick and, or Suzanne Cory High School in Werribee for Year 10 entry. Prior to completing online registrations, please take note of the **Special Conditions** and **Special Application Conditions** outlined on the Edutest online application site.

It is necessary to complete **an online registration for each school and to pay the application fee for each school that the student is applying to attend**. However, students applying to attend more than one selective entry school will sit the Academic Abilities Assessment test **once** only.

Students must also comply with each School's Special Application Conditions.

The allocation of students to the sitting venues are arranged by Edutest.

SUMMARY - Special Application Conditions – Melbourne High School

All students applying for year 10 entry at Melbourne High School must themselves complete the *MHS Application Form*. This form is to be submitted with copies of your 2023 mid-year and end-of-year school reports with supporting documentary evidence. Students must supply a handwritten piece of work completed in 2023, which has been marked and contains their full name.

These documents are your written application and must be received at Melbourne High School by Wednesday 12 June 2024.

Late applications cannot be accepted.

For all enquiries relating to the Year 10 application process please contact:
The Registrar
Melbourne High School

email: enrol@mhs.vic.edu.au



Entry into Year 11 in 2025



VCE Visual and Performing Arts & Humanities Intake

Inspire. Create. Excite.

Are you in Year 10 and excited by the arts and humanities?

- * **Do you** have an aptitude for visual or performing arts and humanities?
- * **Would you** like to extend your arts and humanities experiences?
- * **Can you** see yourself attending Victoria's leading government secondary boys' school?
- * **Do you** want a broad education that includes a study of the arts and humanities?

Melbourne High School offers a VCE Visual and Performing Arts and Humanities intake at Year 11 for a two-year course of study. This additional enrolment enables students who are excited by the arts and humanities, and who have a demonstrated commitment to these disciplines, to take advantage of the School's learning environment to achieve excellence.

How to apply for Year 11

Students must be either Australian or New Zealand citizens or a holder of a visa or ImmiCard which exempts them from paying international student fees to attend a Victorian government school.

Fee-paying international students enrolled in Victorian schools are not eligible to apply. Melbourne High School cannot enrol international or temporary students.

Applicants who are offered a place must provide original documents to verify Australian Citizenship. All incoming students are required to provide a copy of their birth certificate, whether born in Australia or overseas. Applicants born overseas are required to provide a copy of their visa or ImmiCard, Australian or New Zealand passport.

Offers will be withdrawn if eligibility requirements for enrolment are not met.

Applications open on Wednesday 8 May 2024

Applications close on Thursday 18 July 2024

Applicants must be currently enrolled in a full-time Year 10 program

Applicants must study a minimum of four VCE units from the Arts and Humanities domains in year 11 and a minimum of four VCE units in year 12, culminating in eight units of VCE study.

This means that students study a minimum of two Arts/Humanities subjects **throughout year 11** and a minimum of two Arts/Humanities subjects **throughout year 12**.

Students who select more than four VCE each year units will be prioritized

The 2025 VCE Visual and Performing Arts and Humanities subjects offered are listed below.

Please note that these study options are subject to demand. There is no guarantee that all subjects listed will be offered in 2025.

Successful applicants will be advised of confirmed subject selections prior to any final offering of a place.

Arts	Humanities
Art Making & Exhibiting units 1-4	Australian and Global Politics units 1-2
Media units 1-4	Geography units 1-4
Music units 1-2	Global Politics units 3-4
Music Enquiry units 3-4	History Modern Units 1-2
Music Performance units 1-4	History: Revolutions Units 3-4
Theatre Studies units 1-4	Philosophy units 1-4
Visual Communication Design units 1-4	Sociology units 1-4
	Language – Must be one of the MHS languages, French, German, Indonesian or Japanese

Notes for Year 11

Applications are made using the **MHS Application Form**, accompanied by photocopies of two school reports and, where applicable, submission of a folio. Short-listed candidates will attend an interview and where relevant an audition.

The 5% rule and principal's Discretionary Category are not applicable for the Arts and Humanities Intake.

Selection Procedure

There are two main components of the Year 11 Selection Process:

Written Application

Written applications are made using the *MHS Application Form*, located in the Year 11 Enrolment section of the Melbourne High School website. The applicant must write a personal response outlining the reasons why he wishes to attend Melbourne High School. Statements of achievement against the selection criteria are to be made with supporting documents, such as certificates or coach references. Photocopies of the 2023 end of year 9 report and the 2024 mid-year year 10 school report must be included with the written application. All applications are assessed by a school-appointed selection panel against the published selection criteria.

Additional Information – Arts Intake only

Applicants wishing to study Media are required to submit a two-minute film. Applicants wishing to study Art Making & Exhibiting and Visual Communication are required to submit up to six photographs of their work with an artist's progress statement. Those applying for these subjects need to email the School Registrar to request a personalised electronic folder. The applicant will be emailed a named folder so that all their material can be

saved in the personalised electronic folder. The folder should be emailed to Melbourne High School as an attachment as well as electronically submitting the written application, school reports and documents of evidence. Full application instructions appear in the *MHS Application Form*.

Applications will be reviewed by the selection panel and shortlisted students will be invited to attend an interview. Based on their written application, some students may be shortlisted for further consideration.

Interview and Audition (where relevant)

All short-listed applicants are interviewed by a School-appointed selection panel. Applicants wishing to study Music Enquiry, Music Performance and Theatre Studies are required to perform works for the selection panel.

Following the interviews, the selection panel ranks all the interviewed applicants and positions are offered by the School strictly according to this rank order.

Selection Criteria

Application for entry into Melbourne High School at Year 11 is assessed against the following criteria:

Outstanding Potential in VCE Arts or Humanities Subjects

Successful applicants will be able to demonstrate significant ability and potential in at least two of the Year 11 Visual and Performing Arts and, or Humanities subjects listed above.

The written application, school reports and supporting material, together with performance at their audition, if relevant, and interview will be taken into consideration.

Co-curricular Achievement

Successful applicants will be able to demonstrate significant achievement in one or more areas of co-curricular involvement such as, but not limited to, sport, music, debating and the performing arts.

School and Community Leadership

Successful applicants should be able to demonstrate a record of leadership at the secondary school level or within the broader community. It is expected that applicants can demonstrate a high level of achievement against each criterion.

Academic Achievement

Successful applicants will be able to demonstrate a record of strong academic achievement at secondary school level.

A previous close family connection to the School may be considered.

Confirmation of offer

Melbourne High School will confirm an initial offer of a place by Wednesday 28 August 2024. However, this will be conditional on availability and confirmation of the applicant's preferred course selections.

A formal offer of a place will only occur after course selection has been confirmed. Course confirmation is expected to be available by Wednesday 11 September 2024.

For all enrolment enquiries

Contact: The Registrar

Email: enrol@mhs.vic.edu.au



Honour the Work

