An Independent Public School
Awarded Top Public School from 2006 - 2012

Business Plan
2012 - 2014

Confident • Innovative • Successful

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Established in 1960, Melville Senior High School is a highly successful, comprehensive Independent Public School with a growing student population of around 1,000 and approximately 145 teaching and support staff. Located overlooking the Swan River between Perth and Fremantle, the school’s convenient location and the ready availability of public transport along Leach Highway allows Melville SHS to welcome families from across the metropolitan area and indeed from throughout the state and overseas.

Melville Senior High School is a vibrant multi-cultural school which aims to provide students with a world class educational experience. This is achieved through the provision of opportunities for intellectual, physical, creative and social development through high quality teaching and strong pastoral care relationships.

At Melville SHS students will have access to our highly regarded specialist programs specifically: a state selected Gifted and Talented Academic Selection Program in the Humanities, Maths and Sciences as well as state accredited specialist programs in Aviation Studies, Graphic Design Media (from 2013) and Netball. Each of these programs will provide students with the opportunity to extend an area of specialisation. In addition to these three state-wide testing programs, Melville provides a school-based merit select Academic Extension Course (AEC) in Years 8 to 10 and a widely acclaimed Music focus program. Any of these programs will provide students with extension and acceleration opportunities.

Complementing our academic focus is the BUILD Program which groups a range of committed teachers into a single team to provide an educationally ‘safe’ and caring environment for Students at Educational Risk across years 8 – 12 where they are nurtured in smaller classes with the aim of retaining them at school until they either attain their WACE or leave school for TAFE or suitable employment. Finally, additional English language support will be provided to students in years 8 and 9 if they have performed below the national benchmark in Year 7 or 9 NAPLAN testing by utilising the ‘Sound Ways’ reading program delivered by specialist teachers or by placement in one of our English as a Second Language classes.

Melville Senior High School is also privileged to host an Intensive English Centre (IEC) and welcomes a large number of International Fee Paying students who are attracted, in part, to the additional language support that is provided by a dedicated ESL team as well as trained mainstream teachers. This leads to benefits for our whole school community by providing our experienced staff and your children with the opportunity to mix with an array of talented and highly motivated young men and women from across the world.

Finally, Melville is home to a small Education Support Unit which is located in a newly refurbished area on-site. In addition to the above specialist programs, we offer students access to an extensive range of challenging mainstream courses in years 8 to 10 as well as a variety of senior school stage 1, 2 and 3 courses across the wide range of traditional subjects and vocationally focused certificate courses, with each of these academic or non-academic pathways leading to attainment of the Western Australian Certificate of Education (WACE). Through all these broad and challenging curriculum pathways, students will be guided and supported by their classroom teachers, their form room teacher and our extensive Student Services team.

To further enrich your child’s experience at Melville SHS, the school offers an expansive range of extracurricular programs that have traditionally incorporated over 30 interschool sporting teams, musical productions, dance and band festivals, debating, outdoor pursuits, camps and wilderness expeditions, State Emergency Services Cadets, academic challenges and orientation and extension camps. The school is well resourced with facilities that include a 25 metre enclosed swimming pool, gymnasium, weights room (available to staff and students), a grassed oval and tennis, netball and basketball courts. The school also enjoys the support of a talented School Board and a highly motivated Parents and Citizens Association.
Melville Senior High School is a ‘school of first choice’. We are enjoying a period of sustained growth and a new building program has helped us to accommodate an increase in student numbers. Melville SHS completed stage one of a refurbishment program in 2005/6. In excess of five million dollars has provided a new library, an aviation centre and an arts centre with dance, drama, film and television, multi-media, and music studios as well as three visual arts studios and a graphic design laboratory. The innovative adaptation of several wings of an existing general learning area block has provided 14 ‘new’ classrooms each able to access computer pods that enable students to work ‘on line’ in small groups or individually while remaining in contact with the teacher.

This coupled with three newly refurbished Information Technology Centre rooms provides our students with access to over 442 computers. In 2011, the school supplemented these desk-top computers with a ‘MacBook’ laptop program that saw all year 9 students and targeted special program students across years 8 – 11 offered a school owned computer for use at school and at home for the duration of their time in a designated year group or program. Finally, we are in the process of having our Science laboratories and Society and Environment classrooms refurbished with the aim of providing your children with facilities that do justice to teaching science and the humanities in the twenty-first century.

The external spaces of the school have also been significantly enhanced with the redevelopment of the Senior School Quadrangle to better suit the adult ethos we expect from our senior students. More recently the Science Quadrangle has been transformed into a masterly fusion of “science classroom meets relaxed outdoor living area”. The Middle School Quadrangle has also been refurbished as a safe and friendly environment for our younger students to enjoy. It includes socialisation spaces that double as outdoor classrooms, together with attractively integrated handball courts that radiate out from a central chess board motif. The components of the Middle School Quadrangle are joined by raised areas of grass that are both bordered and connected by shady trees and fashionable umbrellas. The Middle School Quadrangle is another exciting redevelopment that not only benefits the school but also the wider Melville community when it is used for twilight or evening concerts.

Whilst we remain committed to implementing an ongoing capital works program to ensure modern classroom and outdoor facilities, our primary focus has and always will be the learning requirements of our students. At Melville SHS we pride ourselves on treating each child as an individual and continually strive to meet their academic, cultural, sporting, citizenship and pastoral needs as we prepare them to meet the challenges of the future.

The Melville SHS Business Plan 2012-2014 has been approved by the School Board at the Annual General Meeting, Monday 26 March 2012
Our School Vision

Melville Senior High School, as the school of choice for the local and wider community, will provide a distinctive, comprehensive education with strong academic and vocational pathways assisted by effective pastoral care programs where all students are given the opportunity to become confident, innovative and successful learners and are supported in the process of defining themselves as they prepare to meet the challenges of the future.

Our School Values

At Melville Senior High School the Overarching Learning Outcomes and the Values of the Curriculum Framework describe what students should know, understand, value and be able to do to meet the challenges of the future. The design of educational programs underpinned by our beliefs about teaching and learning as set out in the Principles of Learning, Teaching and Assessment will give all students the opportunity to become confident, innovative and successful learners and realise their potential.

Our purpose at Melville Senior High School is to provide students with a world class educational experience. We provide opportunities for intellectual, physical, creative and social development through high quality teaching and strong pastoral care relationships. Our purpose will be achieved by:

- **Providing pathways** which recognise that each student is an individual who will explore different opportunities and require different educational experiences.

- **Creating partnerships** which facilitate optimum learning opportunities for our students and staff, linking us to the broader community, the primary schools in our learning corridor and to the post secondary sectors.

- **Engaging the community** in defining our future directions.

- **Embracing a supportive and caring pastoral care system**, recognising that close attention to the needs, welfare and progress of students forms the foundation of a safe learning environment.

In particular at Melville Senior High School we value:

**Learning.** We have a positive approach to learning and as life long learners, encourage it in others; we advance student learning based on our belief that all students have the capacity to learn. We believe that learning is most effective when parents/carers, students and teachers work in partnership.

**Excellence.** We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

**Equity.** We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.

**Care and Respect.** We treat individuals with care and respect. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers, the wider community and each other in providing a quality education for our students.

**Inclusivity.** We value cultural diversity and our multicultural school population by encouraging appreciation, understanding and respect for other cultures as part of our comprehensive educational program.
Teaching and learning is at the heart of our purpose at Melville Senior High School. As the school of choice for our local and wider community, our staff provide students with the opportunity to excel in a learning and teaching environment that is engaging, dynamic and purposeful.

In Middle School the Curriculum Framework, Scope and Sequence documents and the Australian Curriculum guide the development, delivery and sequencing of learning experiences for students. Teachers use these frameworks to plan effective and engaging teaching and learning programs. The Principles of Teaching, Learning and Assessment guide school planning and classroom practice. These principles and practices are reflected in our beliefs about teaching and learning. In the senior years of schooling, curriculum and learning programs are designed around WACE course options and support students to achieve success in their chosen academic and vocational pathways. In all years, students are supported in their learning through the timely issue and continual reference to high quality Course Outlines and Assessment Programs.

Teaching and learning programs are designed around our vision of “a distinctive, comprehensive education with strong academic and vocational pathways” and are enriched and enhanced through the specialist programs on offer and the partnerships we have forged with local universities, polytechnics, training providers and employer groups.

Teachers at Melville SHS are committed to the creation of a teaching and learning environment that supports all students to: engage in their learning; become confident, innovative and successful learners and achieve to their potential. We have developed a preferred approach to teaching and learning that supports all students to meet the challenges of the future.

Our preferred approach to teaching and learning practice is founded on the following:

- All students can achieve success.
- All students can be motivated with a desire to learn and, as they develop, can become responsible for their learning.
- All staff work to support students to become confident, innovative and successful learners.
- Staff address the needs of all students.
- Teachers use a range of identified and stimulating learning and teaching strategies that accommodate the different learning styles of students and provide engagement, variety and motivation for students.
- Teaching, learning and assessment is connected to the real world (i.e. ‘authentic’) to enable students to make meaning of knowledge, skills and understandings.
- Learning activities focus on the processes of enquiry, experimentation, practise, discovery, problem solving, repetition, reinforcement, investigation and research.
- Learning is scaffolded to enable students to build on previous knowledge, create new knowledge and independently apply skills and understandings.
- Teachers support students to work independently and collaboratively to achieve learning outcomes.
- Student learning is regularly monitored and purposeful feedback is provided to students and parents/caregivers.
- Students develop the capacity for self-reflection and self-evaluation.
- Positive relationships are developed between students and staff and this relationship is characterised by mutual respect, honesty, support, encouragement and acceptance.
- Staff work to create a safe, valued and supportive learning environment for all students.
- Teachers are role models and guides for learning and achievement who listen, encourage and are accepting of students at each phase of development.
- Teachers use positive reinforcement that provides students with praise, encouragement and constructive feedback.
- Expectations of academic rigour and high standards of student performance and conduct are held by all staff and students.
- Teachers reflect on their classroom ‘strategies and tactics’ with the aim of evaluating and improving student achievement.
- Teachers have high expectations of positive behaviour and help students to achieve these expectations.
Priority 1: Academic Achievement

Foci 1.1. Whole School Literacy and Numeracy (Portfolio Manager: Curriculum Manager)

1.1.1. In NAPLAN the student progress rate of the stable cohort and the achievement rate of the whole school cohort will equal or exceed the state, like school and national average in each test area.

1.1.2. In NAPLAN the percentage of stable cohort students at or below national minimum standards will be reduced each year from 2012.

1.1.3. In NAPLAN the student progress rate of the stable cohort and the achievement rate of the whole school cohort of ATSI students will equal or exceed the state and aspire to equal or exceed the like school and national average.

1.1.4. In WACE 100% of students will attain their English Language Competency (Portfolio Manager: Deputy Principal Senior School).

1.1.5. The whole school Literacy and Numeracy Committee will have successfully implemented 2 – 3 evidence based literacy and numeracy initiatives. (Portfolio Manager: Deputy Principal Middle School).

Foci 1.2. Teacher Judgement Data Achievement (Portfolio Manager: Deputy Principal Middle School)

1.2.1. Using the year 7 NAPLAN achievement rate data in reading, writing and numeracy as the entry level benchmark, the proportion of students achieving an A, B or C grade in all subjects across years 8 – 10 will aspire to equal or exceed state and like school averages.

1.2.2. Using the year 7 NAPLAN achievement rate data in reading, writing and numeracy as the entry level benchmark, the proportion of year 8 – 10 students achieving an A grade will aspire to equal or exceed the state and like school averages.

1.2.3. Using the year 7 NAPLAN achievement rate data in reading, writing and numeracy as the entry level benchmark, the proportion of year 8 – 10 ATSI students achieving an A, B or C grade will aspire to equal or exceed the state and like school averages.

Foci 1.3. WAMSE Achievement (Portfolio Manager: Curriculum Manager)

1.3.1. The percentage of students at or above the WAMSE test standard in Science and S&E will equal or exceed state and will aspire to equal or exceed like school averages.

1.3.2. The percentage of ATSI students at or above the WAMSE test standard in Science and S&E will equal or exceed the state school average and aspire to equal or exceed the like school average.

Foci 1.4. Middle School (8 – 10) Class Structures (Portfolio Manager: Deputy Principal Middle School)

1.4.1. The school will refine the classroom delivery structure in Middle School (8 – 10) in order to: maximise student academic attainment; support student preparation for Senior School and prepare for year 7s attending Melville in 2015.

Foci 1.5. WACE Achievement (Portfolio Manager: Deputy Principal Senior School)

1.5.1. The WACE completion rate (graduation) will be sustained at 100%.

1.5.2. The WACE median ATAR will equal or exceed state and like school averages.

1.5.3. The year 12 attainment rate (ATAR of 55+ or Cert 2 completion rate) will equal or exceed state and like school averages.

1.5.4. The total number of Certificates of Commendation will be in the range 5-10% of the graduating cohort.

Foci 1.6. Pedagogical Change (Portfolio Manager: Curriculum Manager)

1.6.1. All staff will effectively incorporate identified engagement strategies into their daily teaching practices.

1.6.2. At least once per semester, all staff will incorporate ‘collegiate classroom observation’ into their ongoing self-improvement reflective practice.

1.6.3. A minimum of two (2) staff will be certified Conference Accredited Trained (CAT) in Classroom Management Strategies.

Priority 2: School Sustainability

Foci 2.1. Enhanced School Esteem (Lead Portfolio Manager: Principal)

2.1.1. The student population will grow to 1,050 – 1,150.

2.1.2. The year 10 – 12 (“half-cohort”) retention rate will equal or exceed 80%. (Portfolio Manager: Deputy Principal Middle School)

2.1.3. In the relevant community satisfaction survey parents, students and staff will indicate “strong support” for positive statements related to the school.

Foci 2.2. Co-Curricular Engagement (Portfolio Manager: Principal)
2.2.1. There will be an increase in the percentage of students involved in co-curricular activities in the academic, sporting and outdoors, cultural and citizenship domains.

**Foci 2.3. Student Wellbeing** (Portfolio Manager: Manager Student Services)

2.3.1. The whole school attendance average will equal or exceed secondary state and like school averages and will aspire to equal or exceed 91%. The number of students attending regularly will equal or exceed secondary state and like school averages and aspire to equal or exceed 80%.

2.3.2. The number of ATSI students attending regularly will equal or exceed 50% while the number of ATSI students at severe and moderate risk will not exceed 30%.

2.3.3. The school will offer a range of programs that address the student health and well-being issues including teen mental health; cyber bullying; violence; drug usage; obesity; road safety and sexual health.

**Foci 2.4. Staff Wellbeing** (Portfolio Manager: Principal)

2.4.1. In the relevant community satisfaction survey, staff will indicate “strong support” for positive statements related to job satisfaction and wellbeing.

**Foci 2.5. Growth of Specialist Programs** (Portfolio Manager: Deputy Principal Middle School - Gifted and Talented: Curriculum Manager - Specialist Programs)

2.5.1. Gifted and Talented education and specialist program class numbers (including Music Focus) will equal or exceed 80% of their capacity.

**Priority 3: Managing Curriculum Change**

**Foci 3.1. Implementation of the Australian Curriculum** (Portfolio Manager: Curriculum Manager)

3.1.1. The curriculum, assessment and reporting requirements of the Australian Curriculum will be implemented in accordance with the guidelines and timeline provided by the DoE.

**Foci 3.2. Preparing for 7s into High School** (Portfolio Manager: Deputy Principal Middle School)

3.2.1. The school will have an effective operational and curriculum management plan in place to ensure the smooth transition of year 7s into Melville in 2015.

**Foci 3.3. Effective Uptake of Online Learning and ITC Among Staff and Students** (Portfolio Manager: Curriculum Manager)

3.3.1. Staff and students will effectively use identified ICT and online learning strategies and tools to improve learning, communication and reporting.

**Priority 4: Emerging Issues**

**Foci 4.1. DoE Focus 2012 – 2014** (Portfolio Manager: Principal)

4.1.1. The school will implement the initiatives outlined in the annual DoE Focus document relevant to our circumstances.

**Foci 4.2. New and Revised Policy** (Portfolio Manager: Principal)

4.2.1. The school will review and introduce and/or revise school policy that reflects relevant national, state and DoE initiatives as required.
Melville Senior High School, where dedication and commitment form the cornerstone of a world class education.

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