



Melville Senior High School  
**Business Plan v2**  
2018 to 2020

CONFIDENT INNOVATIVE SUCCESSFUL



## OUR SCHOOL CONTEXT

Melville SHS is a vibrant multicultural school, which provides students with a world class education. This is achieved through the provision of opportunities for development in the intellectual, physical, creative and social domains combined with high quality teaching and strong pastoral care relationships.

We are a comprehensive Independent Public School with a student population of around 1400 and over 180 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 students from the local and wider community into our comprehensive educational program.

At Melville SHS, students have access to our highly regarded programs including:

- A state wide Gifted and Talented Academic Selection Program in HASS, English, Mathematics and Sciences.
- State accredited Specialist programs in Aviation Studies, Graphic Design Media and Netball.
- A school-based merit-selected Academic Extension Course (AEC) and a widely acclaimed Music in Focus program.

Acknowledged as a top public school we continually strive to improve student achievement across all domains each year. The most recent Independent School Review gave Melville SHS an outstanding report and affirmed our strategic direction. Our latest achievements and IPS Review are summarised on the school's website at [www.melville.wa.edu.au](http://www.melville.wa.edu.au).

In Years 7 to 9 we offer students access to both an extensive range of challenging mainstream courses and a wide range of electives. In Year 10 students are introduced to more specialised curriculum



programs as they begin their transition into Senior School. In Years 11 and 12 there is a large selection of academic (ATAR) subjects and vocationally focused certificate courses to choose from. Through these broad and challenging curriculum pathways, students are guided and supported by their dedicated classroom teachers and our caring Student Services team while they transition through school and on to post-secondary education or meaningful employment.

The school is a leader in the use of technology, with students expected to commence Year 7 with an electronic device (such as an iPad) which is used by teachers to enhance curriculum engagement and ensure student success. The use of email, text messaging, web-based communication and social media based programs enables the school to easily share information about student course materials, assessment schedules, homework, grades, reports, attendance, school events and the like with parents and students.

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

Complementing our academic focus is the local-intake student-centred RISE program providing an educationally safe and caring environment for students at educational risk where they are nurtured in smaller classes. There is also a small learning program (the Melville Learning Program or MLP) for students who meet the eligibility criteria for Department of Education (DoE) school resourcing disability funding and who live within our local intake area.



## OUR SCHOOL CONTEXT

To further enrich student experiences at Melville SHS, we offer an expansive range of co-curricular programs that comprises over 30 inter-school sporting teams, music productions, dance and band festivals, debating, outdoor pursuits, camps and wilderness expeditions, State Emergency Services cadets, academic challenge, orientation and extension camps.

The school is well resourced with facilities that include a 25 metre swimming pool, gymnasium, weights room, a grassed oval and tennis, netball and basketball courts. The school also enjoys the support of a dedicated school board, a committed Parents and Citizens Association and specialist program parent support groups.

At Melville SHS we continually improve our facilities and, in addition to over 80 general classrooms we have an attractive Learning Resource Centre (library), new science laboratories, an Aviation Centre with two flight simulators and an Arts Centre with dance, drama, film and television, multi-media and music studios, as well as three visual arts studios and a specialised graphic design laboratory. In 2017 we completed a significant renovation of our Student Services Centre and, in the life of our current Business Plan, the schools' Administration and Executive Centre will be also renovated and a new performance theatre will be built.

Whilst we remain committed to our ongoing capital works program to ensure modern classroom and outdoor facilities, our primary focus has and always will be on the learning successes of our students. At Melville SHS we take pride in treating each student as an individual as we strive to meet their academic, cultural, sporting, civic and pastoral needs while preparing them to meet the challenges of the future.



## OUR SCHOOL VISION

Melville Senior High School is the school of choice for our local and wider community. In achieving our vision Melville Senior High School:

- Provides a distinctive, comprehensive education.
- Delivers strong academic and vocational pathways.
- Implements effective pastoral care programs.
- Ensures all students are given the opportunity to become confident, innovative and successful learners.
- Supports students in the process of defining themselves as they prepare to meet the challenges of the future and contribute positively to our society.

## OUR SCHOOL PURPOSE

Our purpose at Melville Senior High School is to graduate confident, innovative and successful citizens prepared to contribute positively to our society. To achieve our purpose Melville Senior High School:

- Provides a world class education through high quality teaching.
- Provides pathways recognising that each student is an individual who will explore different opportunities that require differentiated educational experiences.
- Creates partnerships with our parents/carers, the broader community, the primary schools in our learning corridor and with post-secondary education providers to facilitate optimum learning opportunities for our students and staff.
- Engages the community in defining our future directions.
- Embraces a supportive and caring pastoral care system, recognising that close attention to the needs, welfare and development of students and staff forms the foundation of a safe, friendly and successful learning environment.



## OUR SCHOOL VALUES

At Melville Senior High School we value:

**LEARNING** - We have a positive approach to learning and as adaptive, lifelong learners, encourage it in others. We address student learning needs with the belief that all students have the capacity to achieve success.

**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 our best in pursuit of our individual and school-based goals.

**EQUITY** - We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We ensure 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 and we recognise their importance in establishing a positive and connected school community.

**INCLUSIVITY** - We embrace our multi-cultural school population by encouraging an appreciation, understanding and respect for diversity, as part of our comprehensive educational program.

**PARTNERSHIPS** - We recognise the importance of working in partnership with parents/carers, the wider community and colleagues in providing a quality education for our students. We also recognise that effective partnerships are based on positive communication and a shared responsibility for the education of the students at our school.

**COLLABORATION** - We understand the importance of maintaining a collaborative working environment in our classrooms, learning areas and across our school to build shared purpose and commitment to the achievement of successful outcomes for our students, staff and parents/carers.

## OUR TEACHING AND LEARNING FRAMEWORK

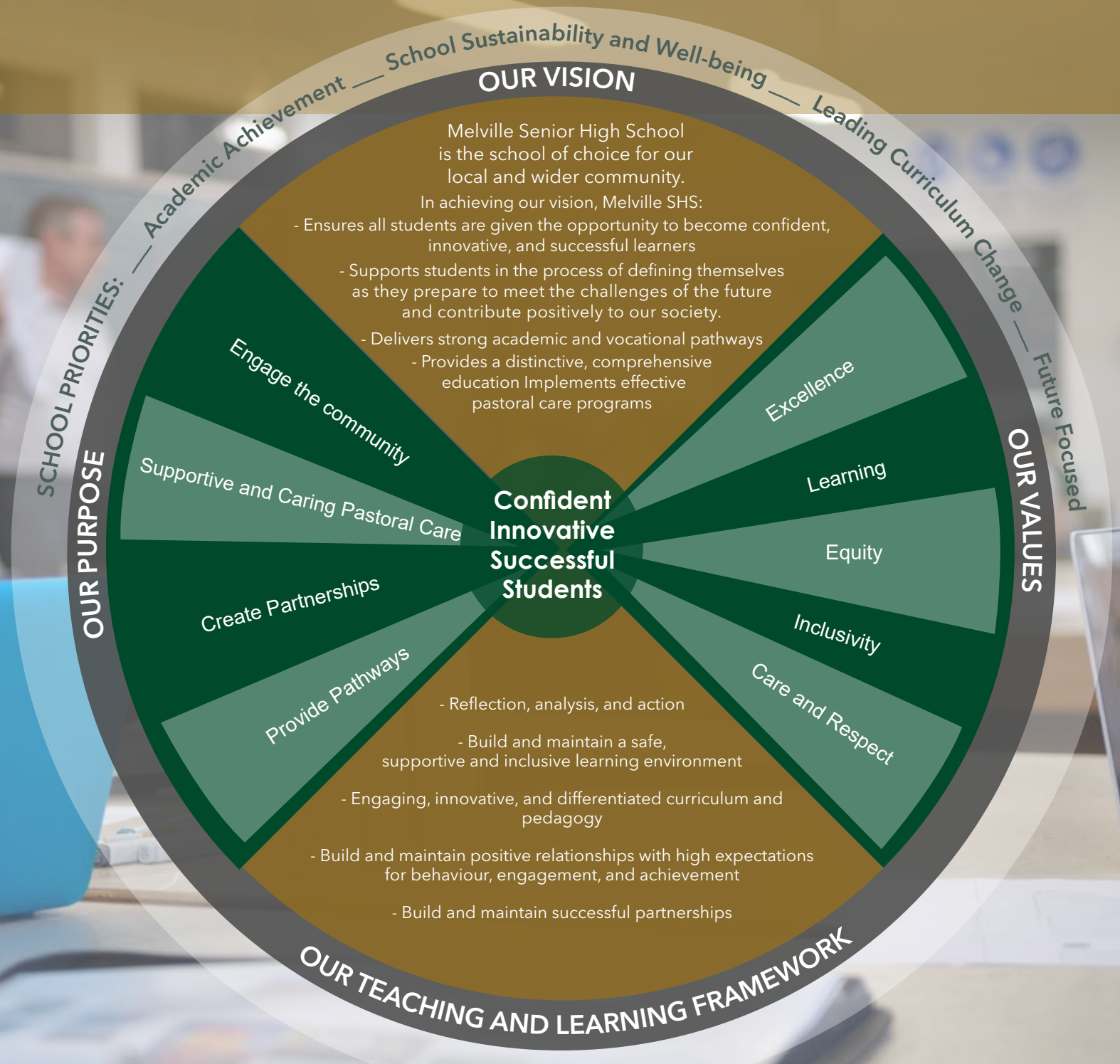
Teaching and Learning is at the heart of our purpose at Melville Senior High School. As the school of choice for our local and wider community our staff provide students with the opportunity to excel in a teaching and learning environment that is engaging, dynamic and purposeful.

Teachers at our school are committed to the creation of a teaching and learning environment that supports all students to engage in their learning and to become confident, innovative and successful learners. We have developed an approach to teaching and learning that supports all students to achieve their goals and to meet their future challenges.

Our approach to teaching and learning practice is aligned with the Australian Professional Standards for Teachers and is communicated more specifically through our Teaching and Learning Framework. This framework reflects the shared beliefs of our staff about high quality teaching and professional practice. More specifically, the framework communicates through seven (7) key pillars (our 'Pillars of Pedagogy') the actions and behaviour that will guide teacher practice at our school to ensure the success of every student.

The seven (7) pillars of our Teaching and Learning Framework (our 'Pillars of Pedagogy') include:

1. Aligning curriculum and assessment.
2. Establishing and maintaining positive relationships with high expectations for engagement and achievement.
3. Establishing and maintaining a safe, supportive and inclusive learning environment.
4. Engaging, innovative and differentiated curriculum and teaching (pedagogy).
5. A commitment to lifelong learning.
6. Ongoing reflection, analysis and change.
7. Building and maintaining successful partnerships.



**OUR VISION**

Melville Senior High School is the school of choice for our local and wider community.

In achieving our vision, Melville SHS:

- Ensures all students are given the opportunity to become confident, innovative, and successful learners
- Supports students in the process of defining themselves as they prepare to meet the challenges of the future and contribute positively to our society.
- Delivers strong academic and vocational pathways
- Provides a distinctive, comprehensive education Implements effective pastoral care programs

**OUR PURPOSE**

- Engage the community
- Supportive and Caring Pastoral Care
- Create Partnerships
- Provide Pathways

**Confident  
Innovative  
Successful  
Students**

**OUR VALUES**

- Excellence
- Learning
- Equity
- Inclusivity
- Care and Respect

**OUR TEACHING AND LEARNING FRAMEWORK**

- Reflection, analysis, and action
- Build and maintain a safe, supportive and inclusive learning environment
- Engaging, innovative, and differentiated curriculum and pedagogy
- Build and maintain positive relationships with high expectations for behaviour, engagement, and achievement
- Build and maintain successful partnerships

**SCHOOL PRIORITIES:** — Academic Achievement —

School Sustainability and Well-being —

Leading Curriculum Change —

Future Focused

# 2018-2020 PRIORITIES AND FOCI - 2020 TARGETS

## PRIORITY 1: ACADEMIC ACHIEVEMENT

### **Foci 1.1. Whole School Literacy and Numeracy**

(Portfolio Manager: Deputy Principal Middle School).

1.1.1. In NAPLAN 9 the student progress rate of the stable cohort (from NAPLAN 7) 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 less than state, like school and national averages.

1.1.3. The school will monitor the NAPLAN 7 and 9 performances of identified groups (ATSI, EAL, Gifted and Talented, SAER and gender specific) against Band 8 achievements and implement improvement strategies as required.

1.1.4. The school will implement strategies to increase the percentage of student achieving Band 8 in reading, writing and numeracy from NAPLAN 7 to 9.

1.1.5. The percentage of students satisfying the Online Literacy and Numeracy (OLNA) requirements for WACE will improve from Years 9 to 12 and equal or exceed state and like school averages. (Portfolio Manager: Deputy Principal Senior School)

1.1.6 In WACE the percentage of students achieving English Language Competence will exceed the state average and aspire to be 100%.

1.1.7 Using Year 9 NAPLAN results in Reading and Writing and Year 11 and 12 ATAR predictors as a guide, the school will identify students at risk of not achieving university English Language Competence (i.e. failing to achieve a final adjusted score of greater than 50% in their ATAR English, Literature or EALD) and implement strategies to ensure they succeed in their ATAR exam.

1.1.8 The School Literacy and Numeracy Committees will implement whole school and learning area specific literacy and numeracy improvement initiatives. (Portfolio Manager: Deputy Principal Middle and Deputy Principal Senior School).

### **Foci 1.2. Teacher Judgement Data Achievement**

(Portfolio Manager: Deputy Principal Middle School and Deputy Principal Senior School).

1.2.1. Using the most current Year 5, 7 or 9 NAPLAN achievement rate data in reading, writing and numeracy as the entry level benchmark, the proportion of Year 7 to 10 students achieving an A, B or C grade in all Learning Areas will equal or exceed state and like school averages.

1.2.2. Using the most current Year 5, 7 or 9 NAPLAN achievement rate data in reading, writing and numeracy as the entry level benchmark, the proportion of Year 7 to 10 students achieving an A grade in all Learning Areas will equal or exceed the state and like school averages.

1.2.3. The proportion of Year 7 to 10 ATSI and EAL students achieving an A, B or C grade will equal or exceed the state school ATSI and EAL averages.

1.2.4 The school will monitor the academic performance and well-being of Gifted and Talented program students from Year 7 to 12 and implement strategies to ensure their academic success.

### **Foci 1.3. WACE Achievement**

(Portfolio Manager: Deputy Principal Senior School).

1.3.1. The WACE completion rate (graduation) will equal or exceed state and like school average.



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

1.3.3. The Year 12 attainment rate will equal or exceed state and like school averages and aspire to be 100%.

1.3.4. The total number of Certificates of Merit or Distinction will be greater than 10% of the graduating cohort.

1.3.5. The school will measure the extent to which the stable cohort proportion of students completing a Year 12 ATAR pathway equates to the proportion of students achieving NAPLAN 9 Band 8 to 10.

#### **Foci 1.4. Pedagogical Change**

(Portfolio Manager: Deputy Principal Middle and Deputy Principal Senior School)

1.4.1. Staff will effectively incorporate identified engagement strategies into their daily teaching practices.

1.4.2. The school will build and sustain a team of Conference Accredited Trained (CAT) teachers who will support staff in applying identified engagement strategies to improve student achievement.

1.4.3. At least once per semester, all teaching staff will incorporate feedback from classroom observation (set against the relevant AITSL standards) into their ongoing reflective practice to enhance professional feedback, promote their development and improve student achievement.

#### **Foci 1.5 Student Study Skills**

(Portfolio Manager: Deputy Principal Middle and Deputy Principal Senior School)

1.5.1. The school will implement a whole-school study skills program across Years 7 to 12 to prepare students for successful completion of course assessments, including Years 7 to 10 exams, ATAR exams and Year 11 and 12 Externally Set Tasks (ESTs).



# 2018-2020 PRIORITIES AND FOCI - 2020 TARGETS

## PRIORITY 2: SCHOOL SUSTAINABILITY AND WELL-BEING

### **Foci 2.1. Enhanced School Esteem**

(Lead Portfolio Manager: Deputy Principal Strategic and Operational Planning)

2.1.1. The school will sustain a population of between 1350 to 1450 students.

2.1.2. In the relevant community satisfaction survey parents, students and staff will indicate "strong support" (i.e. an average score greater than or equal to 75%) for 80% or more of identified positive statements related to the school.

### **Foci 2.2. Student Well-being**

(Portfolio Manager: Deputy Principal Student Services)

2.2.1. 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 74%.

2.2.2. The school will monitor the attendance of identified groups (ATSI, SAER, Gifted and Talented and gender specific) and implement improvement strategies as required.

2.2.3. The school will monitor student health and well-being and implement a range of preventative and responsive programs to address recognised health and well-being issues in our community including: teen mental health; cyber safety; violence; drug usage; obesity; road safety, sexual health and protective behaviours.

### **Foci 2.3. Staff Well-being and Development**

(Portfolio Manager: Deputy Principal Strategic and Operational Planning)

2.3.1. In the relevant community satisfaction survey, staff will indicate "strong support" (i.e. an average score greater than or equal to 75%) for 80% or more of identified positive statements related to job satisfaction and well-being.

2.3.2. All staff will be provided with professional learning opportunities to develop their leadership skills, knowledge and understandings (as typified in the AITSL standards for teachers and principals) relevant to their role and aspirations within the school.

2.3.3. The school will develop a comprehensive framework for planning and implementing a range of initiatives to support the health and well-being of all staff.

### **Foci 2.4. Co-Curricular Engagement**

(Portfolio Manager: Deputy Principal Strategic and Operational Planning)

2.4.1. The school will provide opportunities that encourage student involvement in co-curricular and community-based activities across the academic, sporting and outdoors, cultural and citizenship domains.

### **Foci 2.5. Specialist Programs**

(Portfolio Manager: Deputy Principal Middle School)

2.5.1. Year 7 Gifted and Talented education and specialist program class numbers (including Music Focus) will equal or exceed 80% of their capacity and will either sustain or grow these numbers through Years 7 to 10.

## PRIORITY 3: LEADING CURRICULUM CHANGE

### **Foci 3.1. Implementation of the Western Australian Curriculum**

(Portfolio Manager: Deputy Principal Middle School and Deputy Principal Senior School)

3.1.1. The curriculum, assessment and reporting requirements of the Western Australian curriculum will be implemented in accordance with the guidelines and timeline provided by the Schools' Curriculum and Standards Authority (SCSA) and DoE.

### **Foci 3.2. Implementation of STEM Initiatives**

(Portfolio Manager: Deputy Principal Middle School and Deputy Principal Senior School)

3.2.1 The school will develop and implement initiatives that increase the opportunities for students to participate in STEM related courses, programs, and/or activities.

### **Foci 3.3. Effective Uptake of ICT Among Staff and Students**

(Portfolio Manager: Deputy Principal Middle School and Deputy Principal Senior School)

3.3.1. Staff, students and parents or guardians will effectively use identified ICT strategies and tools to improve learning, communication and reporting. (e.g. student BYOD, social media, email, text messaging, web-based communication and information sharing programs, online assessments, Reporting to Parents).

## PRIORITY 4: FUTURE FOCUSED

### **Foci 4.1. DoE Focus 2018 to 2020**

(Portfolio Manager: Deputy Principal Strategic and Operational Planning)

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: Deputy Principal Strategic and Operational Planning)

4.2.1. The school will review and introduce and/or revise school policy that reflects relevant national, state and DoE initiatives as required.





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