



MELVILLE  
SENIOR HIGH SCHOOL

# Melville Senior High School Business Plan 2015 - 2017

Confident + Innovative + Successful

An Independent Public School

Awarded Top Public School



## Our School Context

Established in 1960, Melville Senior High School is a highly successful, comprehensive Independent Public School with a student population of around 1,300 and over 160 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.

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 with high quality teaching and strong pastoral care relationships.

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

- A state selected Gifted and Talented Academic Selection Program in the Humanities, 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.

Melville SHS has been a 'Top Public School' award winner every year since 2006 and strives



to improve academically each year. The most recent Independent School Review has given Melville SHS a glowing report and affirmed our strategic direction. Our latest achievements and the 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 10 we offer students access to both an extensive range of challenging mainstream courses and an array of options. In Years 11 and 12 there is a large selection of Academic (ATAR) subjects and vocationally focused Certificate courses to choose from. Through all these broad and challenging curriculum pathways, students will be guided and supported by their classroom teachers and our dedicated Student Services team.

The school is proactive with the use of technology and all students start Year 7 with an iPad, which, along with 'Connect', becomes a major link enhancing teacher, parent and student communication. (Connect is a web-based interactive communication tool used by staff to provide a constant flow of information regarding the syllabus, homework, grades etc).

Melville Senior High School hosts 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 a dedicated ESL (English as a Second Language) 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.

Complementing our academic focus is the local-intake student-centred BUILD 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 education support unit (the Melville Learning Centre) for students with mild intellectual and physical disabilities who live within the local intake area.

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, a highly motivated Parents and Citizens Association and parent support groups for our specialist programs.



Melville SHS has renovated its facilities over the last 10 years and has a state of the art Learning Centre (library), new science labs, an Aviation Centre, an Arts Centre with dance, drama, film and television, multi-media, and music studios as well as three visual arts studios and a specialized graphic design laboratory.

The external spaces of the school have also been significantly enhanced with the redevelopment and landscaping of the Senior School, Year 9-10 and Year 7-8 Quadrangles. These areas include socialisation spaces that double as outdoor classrooms. The Year 7-8 area includes integrated handball courts that radiate out from a central chessboard motif. Raised areas of grass that are both bordered and connected by shady trees and large umbrellas join these components. This 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.

## 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 Purpose

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 that recognise that each student is an individual who will explore different opportunities and require different educational experiences.
- Creating partnerships that facilitate optimum learning opportunities for our students and staff, linking us to the broader community, the primary schools in our learning network and to the post secondary sectors.
- Engaging the community in guiding 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.

## Our School Values

At Melville Senior High School the Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire as well as guidelines for the assessment of student achievement that enables them 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.



In particular at Melville SHS 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 each of us to achieve our potential.

### Equity

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We have 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 safe, friendly and attractive learning environment for our staff and 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.



## Our Beliefs About Teaching and Learning

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 (Years 7 to 9) and Year 10 the Western Australian Curriculum and Assessment Outlines (incorporating the to 10 Australian Curriculum) sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire as well as guidelines for the assessment of student achievement.

Teachers use these outlines 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 (11 and 12) of schooling, curriculum and learning programs are designed around WACE (Western Australian Certificate of Education) course options and support students to achieve success in their chosen academic and vocational pathways.



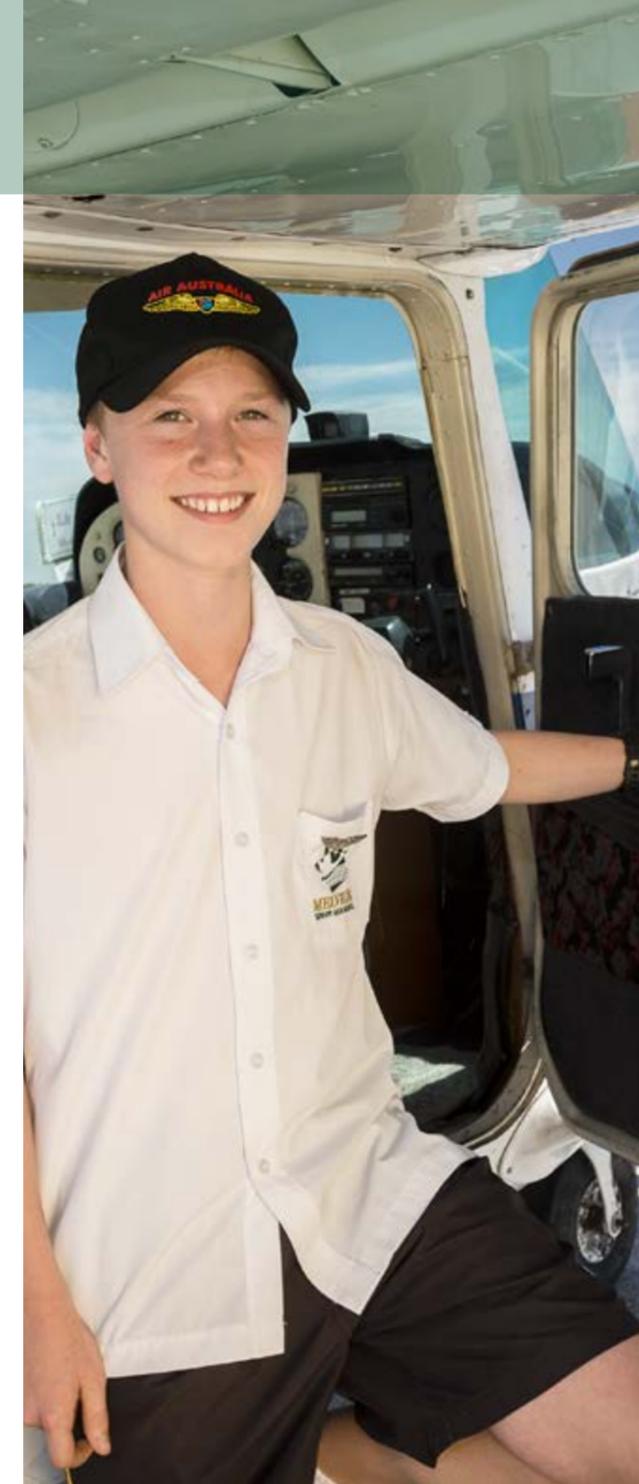
In all years, students are supported in their learning through the timely issue and continual reference to high quality Course Outlines and Assessment Programs, which are made available to parents and students online and in hard copy.

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 and embraces the Australian Institute for Teaching and School Leadership (AITSL) teaching standards.

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

- 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 fair and 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, critical thinking 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 practice with the aim of evaluating and improving student achievement.
  - Teachers have high expectations of positive behaviour and help students to achieve these expectations.
  - Teaching Learning and Assessment activities encourage in-depth and long term learning with the criteria for assessment being explicit and leading to informative reporting.



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 performance of identified groups (ATSI, EAL, GATE and gender specific) against band 8 achievement 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 100% of students will attain their English Language Competency (Portfolio Manager: Deputy Principal Senior School)

1.1.7 The School Literacy and Numeracy Committees will have successfully implemented 2 to 3 evidence based literacy and numeracy initiatives. (Portfolio Manager: Deputy Principal Middle and Senior School).

**Foci 1.2.** Teacher Judgement Data Achievement (Portfolio Manager: Deputy Principal Middle School and 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 & EAL students achieving an A, B or C grade will equal or exceed the state and like school ATSI & EAL averages.

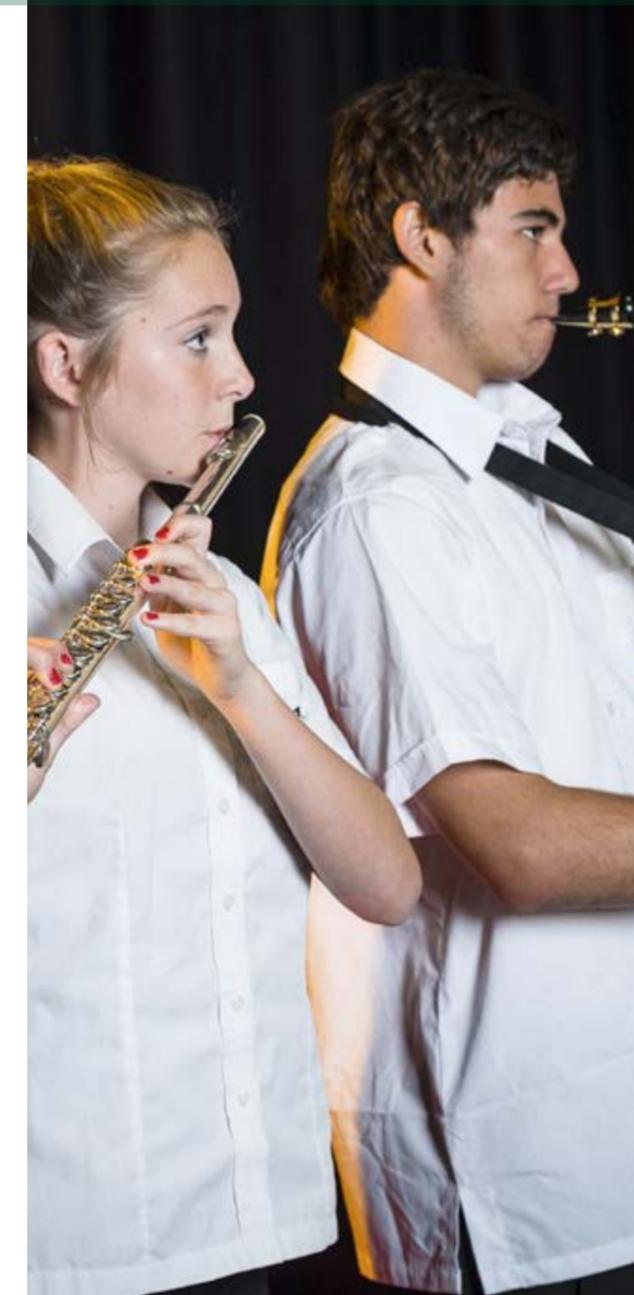
**Foci 1.3.** WACE Achievement (Portfolio Manager: Deputy Principal Senior School)

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.



**Foci 1.4.** Pedagogical Change (Portfolio Manager: Deputy Principal Middle and Senior School)

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

1.4.2. At least once per semester, all staff will incorporate classroom observation into their ongoing self-improvement reflective practice and as the basis for providing useful professional feedback.

1.4.3. The school will be self-sufficient in providing Instructional Strategies training for staff.

**Foci 1.5** Student Study Skills (Portfolio Manager: Deputy Principal Middle and 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 7 to 10 exams), ATAR exams and year 11 and 12 "Externally Set Tasks" (ESTs).

## 2015 - 2017 Priorities and Foci 2017 Targets

### Priority 2: School Sustainability

**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 1250-1300 students.

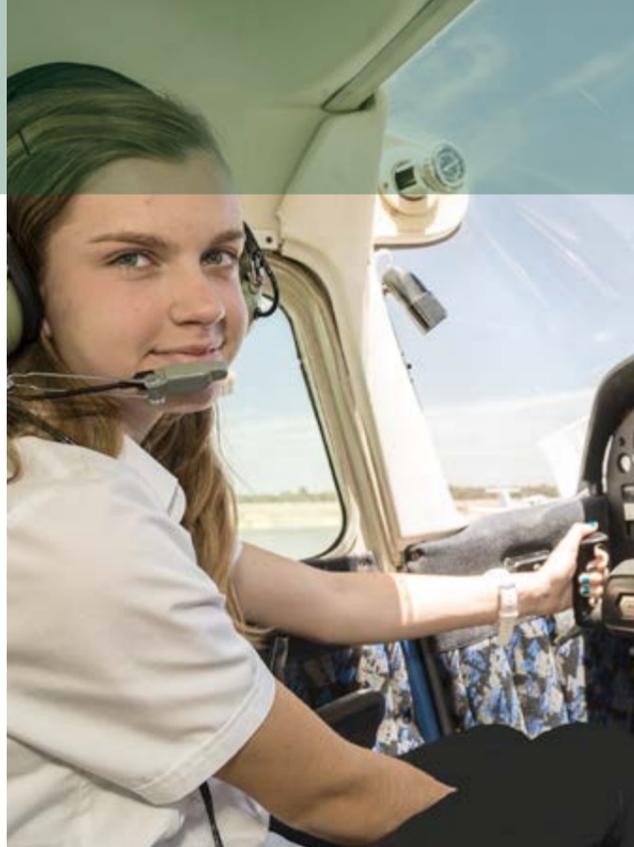
2.1.2. In the relevant community satisfaction survey parents, students and staff will indicate "strong support" (i.e. an average score greater than or equal to 75%) for 80% or more of identified positive statements related to the school.

**Foci 2.2.** Co-Curricular Engagement  
(Portfolio Manager: Deputy Principal Strategic and Operational Planning)

2.2.1. The school will provide opportunity for student engagement to encourage involvement in co-curricular activities across 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 70%.

2.3.2. The school will monitor the attendance of identified groups (ATSI and gender specific) and implement improvement strategies as required.

2.3.3. The school will offer a range of programs that address student health and well-being

issues including: teen mental health; cyber safety; violence; drug usage; obesity; road safety, sexual health and protective behaviours.

**Foci 2.4.** Staff Wellbeing and Development  
(Portfolio Manager: Deputy Principal Strategic & Operational Planning)

2.4.1. 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 wellbeing.

2.4.2. Incumbent and aspirant staff will be provided with training opportunities to develop leadership skills, knowledge and understandings as typified in the AITSL standards for teachers and principals.

**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 in Focus) will equal or exceed 80% of their capacity and will either sustain or grow these numbers through years 7 to 10.

## 2015 - 2017 Priorities and Foci 2017 Targets

### Priority 3: Managing Curriculum Change

**Foci 3.1.** Implementation of the Western Australian Curriculum  
(Portfolio Manager: Deputy Principal Middle School and 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.** Sustaining Year 7s into High School  
(Portfolio Manager: Deputy Principal Middle School)

3.2.1. The school will monitor and adjust management plans to ensure the smooth transition of Year 7s into Melville over the period 2015 - 17.

**Foci 3.3.** Effective Uptake of ICT Among Staff and Students (Portfolio Manager: Manager ICT)

3.3.1. Staff and students will effectively use identified ICT strategies and tools to improve learning, communication and reporting. (e.g. BYOD, Connect, online assessments, Reporting to Parents etc.)



### Priority 4: Emerging Issues

**Foci 4.1.** DoE Focus 2015 - 2017  
(Portfolio Manager: Deputy Principal Strategic & 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** Student Centred Funding (Portfolio Manager: Principal)

4.2.1 The School will effectively and efficiently manage the transition to the Student Centred Funding Model.

**Foci 4.3.** New and Revised Policy  
(Portfolio Manager: Deputy Principal Strategic Operational Planning)

4.3.1. 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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