



MELVILLE
SENIOR HIGH SCHOOL

Business Plan

2021 - 2024

RESILIENT INNOVATIVE SUCCESSFUL

Achieving excellence today and
building bright futures for tomorrow.



Melville SHS acknowledges the Noongar people as the Traditional Owners of the land on which the school stands today and pays its respects to the Whadjuk people, and Elders past, present and emerging.



Melville Senior High School is a dynamic school where students achieve outstanding educational outcomes, as affirmed in our exceptional Annual Report and Independent School Review. This is strongly reflected in our school's shared vision to **achieve excellence today and build bright futures for tomorrow**. 'Achieving excellence' is defined at Melville SHS by students, staff and parents, working together in partnership to empower students to achieve their personal best in all areas of school life and to build a strong foundation for a bright and successful future.

Our comprehensive approach to education is underpinned by a strong focus on developing the 'whole-person.' At Melville SHS we support every student to grow not only intellectually but also socially and emotionally, enabling them to become resilient, well-rounded, future-ready citizens. Student development and success is accomplished by providing meaningful opportunities for all students to participate and excel in the academic, sporting, cultural and citizenship domains, in combination with teaching excellence, a strong focus on pastoral care and positive relationships.

Recognised as a top public school and WA STEM School of the Year, we strive for continuous improvement in student achievement across all domains. Our latest achievements are summarised in our Annual Report and Independent School Review on the school's website at www.melville.wa.edu.au.

Melville SHS is an Independent Public School (IPS) with a student population of 1400 and over 180 teaching and support staff. Overlooking the Swan River between Perth and Fremantle, the school's convenient location and easy access to public transport favourably positions Melville SHS to welcome students from both the local and wider communities into our outstanding educational program.

As part of the school's comprehensive approach to education, students can access our highly regarded programs including:

- A state-wide Gifted and Talented Academic Selection Program in Mathematics, English, Science and Humanities and Social Sciences
- State accredited specialist programs in Aviation Studies, Graphic Design Media and Netball
- A merit-based Academic Extension Course (AEC) and widely acclaimed Music in Focus program
- A leading Intensive English Centre providing specialist English language development for international students

Middle school offers students an extensive range of challenging mainstream courses and engaging electives to develop their knowledge, skills and personal attributes in order to become resilient, innovative and successful learners. In senior school, students can select from a broad range of ATAR subjects, general courses and vocational certificate courses designed to meet their individual educational needs, including clearly defined pathways to all STEM-related careers. Throughout

every phase of their education, students are supported by highly skilled, dedicated teachers and a caring Student Services team as they transition through school and on to post-secondary education, training or employment. At Melville, we are innovative in our approach to developing students' essential skills across the curriculum, that are needed post-school and for success in a rapidly changing workplace.

The school is a leader in the use of technology. Aligned with its award-winning approach to STEM, students are expected to commence Year 7 with an electronic device that is used daily to enhance teaching and learning. As a technology-rich and STEM-focused school, multiple ICT platforms are not only used to engage and support students in their learning, but also to enhance parent communication and involvement in their child's education.

Melville SHS is a proud multicultural school with students from over 65 nationalities. We respect and celebrate the diversity in our school population by building collaborative relationships between staff, students, parents and families. The knowledge, skills and experiences that students from all cultural backgrounds bring with them into the classroom are harnessed to ensure their learning is relevant and supportive of successful outcomes.

Melville SHS welcomes international fee-paying students who are attracted to the inclusive learning environment and additional language support provided by a committed team of specialist English and English as a Second Language trained teachers. These mutually beneficial initiatives provide opportunities to engage with an array of talented and highly motivated young men and women from around the world.

As part of our comprehensive offerings, our local engagement programs provide a safe, inclusive and caring environment for students who require additional support and a different model of teaching to achieve their potential.

To further enrich student experiences at Melville SHS, there is an extensive range of co-curricular programs designed to develop students' leadership skills, interests and talents, including:

- 30 inter-school sporting teams
- Music, dance and band productions
- Debating and academic enrichment opportunities
- Outdoor pursuits, camps and wilderness expeditions
- Student captaincy in academic, sporting and cultural domains
- Student Council and State Emergency Services Cadets
- Academic challenge, orientation and extension activities.

The school is well resourced with facilities that include:

- A 300-seat state-of-the-art Performing Arts Centre (with adjacent film and television, multi-media and music studios)
- An Aviation Centre including two flight simulators, flight software and drone technology
- Science laboratories
- A contemporary Learning Resource Centre
- A specialised graphic design laboratory and three visual arts studios
- A 25-metre swimming pool, tennis, netball and basketball courts, gymnasium, and grassed oval
- A healthy and environmentally sustainable canteen

The school enjoys strong and trusting partnerships with a dedicated School Board, a highly committed Parents and Citizens Association and active Specialist Program Parent Support Groups. The school works hand in hand with these groups to deliver the very best outcomes for our students and school community.

OUR SCHOOL VISION

*Achieving excellence today
and building bright futures for tomorrow.*



OUR SCHOOL PURPOSE

At Melville SHS, our purpose is to graduate resilient, innovative and successful citizens, ready to make a positive contribution to others and society.

To achieve our purpose, Melville SHS:

Provides high quality, evidence-based teaching and a curriculum that engages all students

Provides a range of meaningful pathways that meet individual student needs and promotes success

Provides opportunities for students to develop knowledge and skills in the academic, sporting, cultural and citizenship domains

Sustains a positive culture built on strong school leadership, core values, respectful relationships and successful partnerships

Provides a safe, friendly and inclusive learning environment with supportive pastoral care

OUR TEACHING AND LEARNING FRAMEWORK

Teaching and Learning is at the heart of Melville SHS's purpose. As the school of choice for the local and wider community, our staff provide students with opportunities to excel in an engaging, dynamic and purposeful teaching and learning environment.

The teachers at Melville SHS are committed to a teaching and learning ethos that supports all students to engage as resilient, innovative and successful learners. Our approach to teaching and learning practice is aligned with the Australian Professional Standards for Teachers and communicated through our Teaching and Learning Framework, reflective of a shared belief in high quality, evidence-based teaching and professional practice. Specifically, the framework outlines seven (7) key pillars that guide teacher practice and ensure student success.

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

1. Aligning curriculum and assessment
2. Establishing and maintaining positive relationships with high expectations for behavioural, 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 SCHOOL VALUES



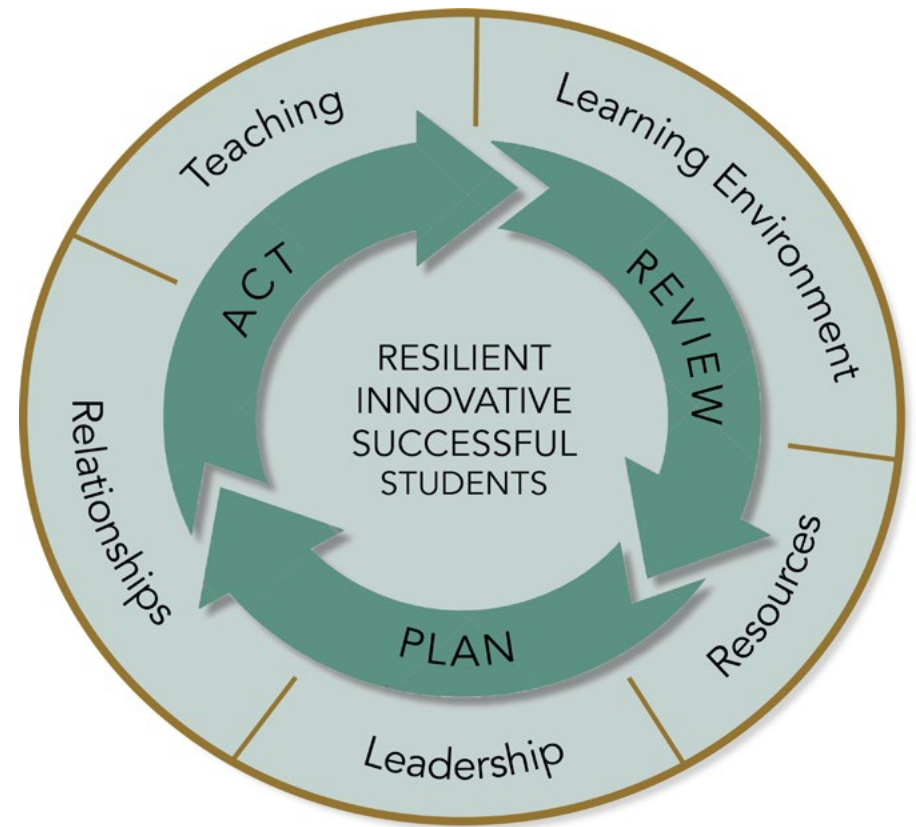
Respect	Learning	Excellence	Relationships	Inclusivity
<i>Guiding Principles</i>	<i>Guiding Principles</i>	<i>Guiding Principles</i>	<i>Guiding Principles</i>	<i>Guiding Principles</i>
Be kind, courteous and actively listen to others	We all have the capacity to learn and achieve success	Believe in yourself and your capacity to succeed	Treat others the way you like to be treated	Respect and appreciate cultural diversity
Show regard for the well-being of self, others and the environment	Be an active, positive and persistent learner to maximise your success	Strive to achieve your personal and collective best	Show compassion and empathy	Accept and celebrate individual differences
Act in accordance with the DoE Code of Conduct and Melville SHS Workplace Norms	Embrace life-long learning as the key to our development and future	Maintain high expectations for effort and endeavour	Engage in positive verbal and non-verbal communication	Be inclusive to promote connection and belonging
Be reflective and seek feedback	Learning is maximised when teachers, students and parents/carers work together	Celebrate success and continually strive for improvement	Work together as a team to achieve common goals	Cater to individual needs to support well-being and achievement

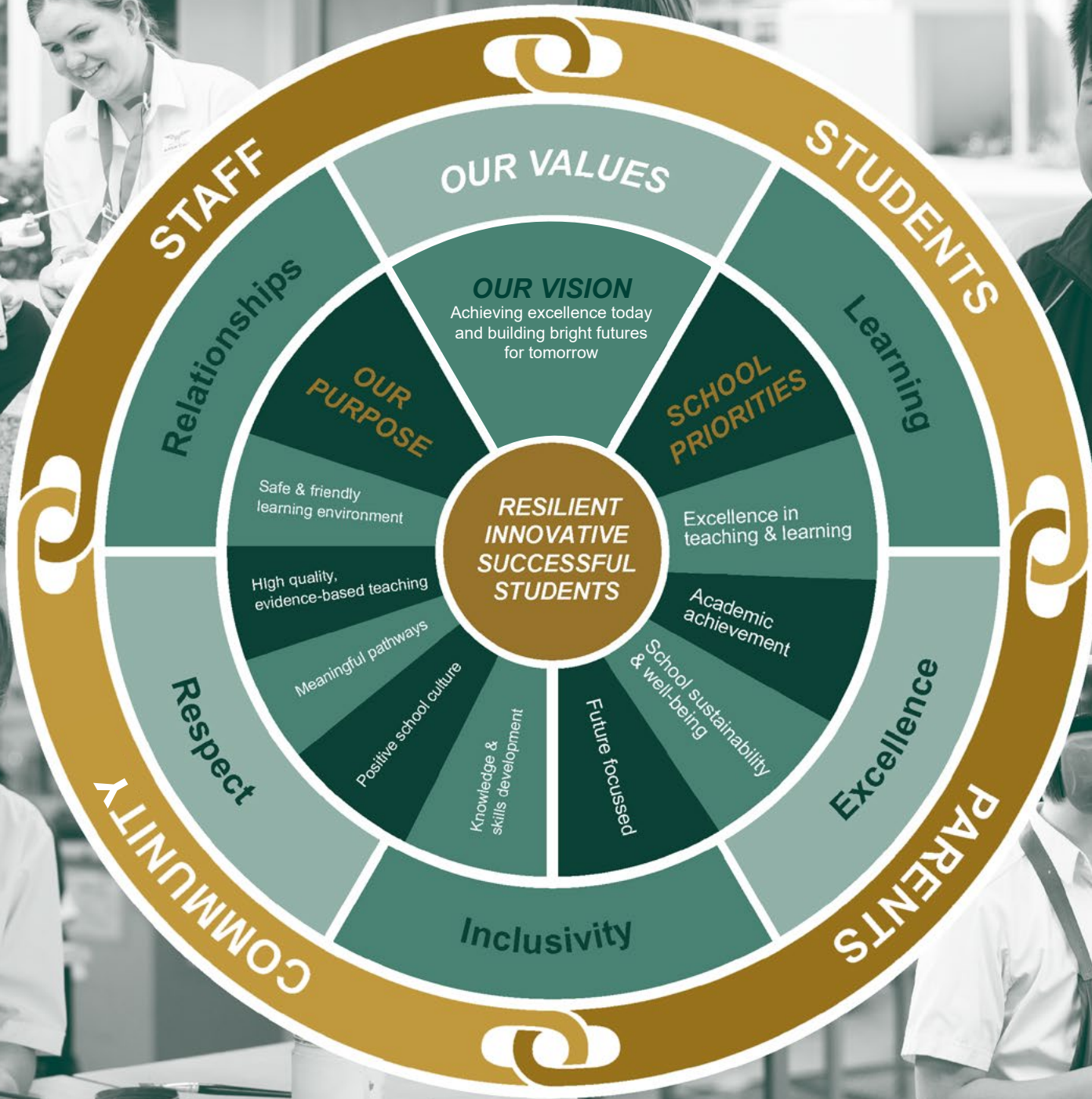
The school’s priorities and targets articulated in the Melville SHS Business Plan 2021 - 2024 provide a clear direction for the next four years. It reflects the needs and aspirations of our school community and is aligned with the strategic direction of the Department of Education and key planning documents including:

- The Strategic Plan for WA Public Schools 2020 - 2024
- Statement of Expectation 2021 - 2024
- Building on Strength: Future Directions for the WA Public School System
- Focus documents
- Progressing Classroom First

Underpinning the Business Plan is the whole-school operational plan, which contains strategies for achieving identified school targets and helps to inform learning area specific operational plans. These plans will be implemented, monitored and reviewed on an ongoing basis to promote a culture of ongoing self-reflection, assessment and improvement.

Our self-assessment process involves gathering relevant data within agreed timelines enabling us to make informed judgements about our progress and performance. Our progress and performance are regularly communicated to school leaders, staff, parents, the School Board and the wider community through several channels, such as our Business Plan target traffic light summary and Annual Report.





Systematic planning, action, review and evaluation of our performance supports the school's vision to "achieving excellence today and building bright futures for tomorrow" for our students. Our self-assessment process ensures that we remain dynamic, agile and focused on improvement, with an overarching commitment to achieve the very best outcomes for students and the school community.

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, GAT, 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 their English Language Competency will exceed the state average and aspire to be 100% (Portfolio Manager: Deputy Principal Senior School).

1.1.7 Using Band 8-10 achievement in NAPLAN 9 as a predictor of success, the school will implement strategies to ensure students perform to their potential in achieving university English competence. (Portfolio Manager Deputy Principal Senior School).

1.1.8 The Teaching and Learning Team and Teaching and Learning Committee will implement whole school and learning area specific literacy and numeracy improvement initiatives. (Portfolio Manager: Deputy Principal Middle and Deputy Principal Senior School).

1.1.9 In NAPLAN 9 at least 95% of stable cohort students will improve their results by more than 10 NAPLAN points in Reading and Numeracy.

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 and/or 9 NAPLAN achievement rate data in reading, writing and numeracy as the 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 and/or 9 NAPLAN achievement rate data in reading, writing and numeracy as the 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 EALD 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 total number of Certificates of Merit or Distinction will be greater than 10% of the graduating cohort.

1.3.4 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 Band 8 to 10 in NAPLAN 9.

1.3.5 85% of Year 12 students will complete two or more STEM courses.

PRIORITY 2: EXCELLENCE IN TEACHING AND LEARNING

Foci 2.1 Implementation of the Western Australian Curriculum
(Portfolio Manager: Deputy Principal Middle School and Deputy Principal Senior School).

2.1.1 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 2.2 Pedagogical Change

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

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

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

2.2.3 At least once per semester, all teaching staff will incorporate feedback from their students and 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.

2.2.4 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)

2.2.5 Pre-service, graduate, proficient, highly accomplished and lead teachers will be provided with classroom management engagement strategies and STEM to promote excellence in teaching and learning practice.

Foci 2.3 Quality School Feedback and Assessment

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

2.3.1 The school will develop and implement strategies to improve the ongoing quality of assessment and feedback provided to students to support their progress and achievement in all classes.

Foci 2.4 Effective Uptake of ICT Among Staff and Students

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

2.4.1 Staff, students and as applicable, 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 etc).

Foci 2.5 Implementation of STEM Initiatives

(Portfolio Manager: Deputy Principal Middle School).

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



PRIORITY 3: SCHOOL SUSTAINABILITY AND WELL-BEING

Foci 3.1 Enhanced School Esteem

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

3.1.1 The school will sustain a population of between 1350-1450 students.

3.1.2 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.

3.1.3 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 be sustained or increased through Years 7 to 10.

Foci 3.2 Student Well-being

(Portfolio Manager: Deputy Principal Student Services).

3.2.1 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%.

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

3.2.3 In the relevant community satisfaction survey students will indicate “strong support” (i.e. an average score greater than or equal to 75%) for statements relating to a positive classroom learning environment.

3.2.4 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; protective behaviours and life-skills.

Foci 3.3 Co-Curricular Engagement

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

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

Foci 3.4 Staff Well-being

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

3.4.1 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 well-being.

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

3.4.3 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 3.5 Leadership Development

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

3.5.1 The school will design and implement a leadership program which identifies, develops and supports aspirant leaders.

3.5.2 The school will provide opportunities for students to develop their leadership skills through meaningful experiences in the academic, sporting, cultural and citizenship domains.

3.5.3 School leaders will engage in a range of self-reflective practices including the completion of a relevant leadership reflection tool (eg; 360 feedback, AITSL leadership tool etc) once per year to support their ongoing professional development and effectiveness as a leader.

PRIORITY 4: FUTURE FOCUSED

Foci 4.1. DoE Focus 2021-2024

(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.

4.2.2 The school will develop and implement a comprehensive OS&H plan across all learning/program areas to promote the safety, health and well-being of all students and staff in the workplace.



 Melville Senior High School
Administration

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