



Melrose High School Strategic Plan (amended)


2014-2017

South Weston Network

Endorsement by School Principal

Name: Simon Vaughan

Signed



Date:

24/2/15

Endorsement by School Board Chair

Name: Annette Brown

Signed



Date:

24/2/15

Endorsement by School Network Leader

Name: Wayne Prowse

Signed

Date:

School Context

Melrose High School is positioned on the geographical edge of two Canberra School networks. As such, the school attracts a large number of students from other PEA's. A major focus of the school, therefore, is around maintenance and construction of the school community which includes 37 language backgrounds, international fee paying students as well as a broad cross section of Canberra families. Data both globally and nationally has detailed the link to the capacity and expertise of staff in delivering improved outcomes and pathways for students. Alignment with the national teacher standards and the explicit targeting of improvement strategies through the Professional Pathways and Teacher Registration process has allows for systematic monitoring, measurement and evaluation of teaching practice. Specific implementation strategies have been tailored to suit the diverse needs of our community and have been influenced by the data collected from a variety of sources including School Validation, NAPLAN, school and system surveys. The strong values and wellbeing based approach to education at Melrose High School continues to influence the next stages of our development cycle as we develop a platform of 21st century learning outcomes with our students.

Strategic Priority 1: The continuous development of an expert teaching team and support staff.

Desired Outcome

- To work from a shared vision of modernized expert practice that is in partnership with families and individualized to suit the needs of every students
- To effectively deal with student under-performance against current benchmarking aligning HR, staffing and budgetary practice
- A whole school strategy that is peer developed and shared within and between KLA's through the 21st Century Fluencies
- Multiple, proven and flexible learning options/pathways for students through co-curricular programs and other educational models

Performance Measures

- Proportion of staff to participate in a formal coaching relationship
- Proportion of staff indicating satisfaction related to "I get constructive feedback about my practice"
- Proportion of student indicating satisfaction related to "teachers motivate me to learn".
- Proportion of evidence based practice mapped against ATSIL standards by each teacher each year.

Key Improvement Strategies

- Develop teachers through a variety of Professional Learning Communities (PLC's) to assist in the development of expert practice
- Enhance coaching and mentoring practices across the school that improve student learning
- Peer coaching to develop 21st Century Fluencies as classroom practice to differentiate learning for students
- Develop systems of data to inform the continuous improvement cycle

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.

Strategic Priority 2: High expectations for all students

Desired Outcome

- To target and develop positive, incremental improvements and well-being of underperforming students
- Enhance and develop the learning transitions for students through community based learning opportunities

- Students transition to determining their own project based learning and plan how it will improve their learning outcomes
- A whole of school improvement in multiple measures of student academic success

Performance Measures

- Proportion of students achieving above the NAPLAN minimum standard in Writing, Spelling and Grammar, Punctuation and Reading.
- Difference between school Indigenous mean and the ACT non-indigenous mean in NAPLAN writing, reading and numeracy.
- The proportion of students who achieved expected growth or better in Year 9 NAPLAN.
- Proportion of students involved in additional Science pathways

Key Improvement Strategies

- Develop improvements in literacy, numeracy and Science learning for each and every students through differentiated, project based learning
- Embed specific pedagogies to enhance literacy and numeracy learning that are evidenced based and efficacious
- Enhance learning pathways for students in STEAM (Science, Technology, Engineering, Arts and Mathematics)
- Enable and embed structures that allow Student exhibitions of learning that is peer and teacher reviewed

Links to Directorate Strategic Plan

Quality Learning, High expectations, High performance,

Strategic Priority 3: Strengthen positive school-community engagement

Desired Outcome

- To enhance the currently positive relationships of school and community by individualising and personalising school for each family
- Develop models of learning that involve student links through internship and mentoring with community experts
- Melrose High School maintains and develops the international community partnerships for students
- Continue to develop student “voice” in school governance

Performance Measures

- Percentage of students and parent satisfaction in “Community Partnerships are valued and maintained” increased.
- Proportion of Pastoral Care and targeted support programs improve connectedness to school and learning.
- Proportion of Student behaviour management reports decreased.
- Proportion of students engaged in school governance structures increases

Key Improvement Strategies

- Strengthen positive learning connections through effective student management practices
- Establish learning connections for students in the community linked to their goals
- Develop and foster family engagement to support student learning
- Enhance the international community connections to allow student to develop as global citizens

Links to Directorate Strategic Plan

Quality Learning, High expectations, High performance, Connecting with Families and the Community,
