

MHS 2020 STRATEGIC DIRECTIONS STATEMENT

Melbourne High School has been undertaking a process of community consultation over two years to inform thinking about its future directions. Through this process, four interrelated strands to guide forward planning have been identified.

- Strand 1: New generation curriculum**
- Strand 2: Supporting Professionalism**
- Strand 3: Productive Partnerships**
- Strand 4: An Entrepreneurial Approach**

Strands 1-2 encompass the key educational priorities for the School, whilst Strands 3-4 are designed to facilitate these. Outlined below are the key strategic options being considered under each of these strands.

Strand 1: New generation curriculum

It is time to be bolder and more creative in the curriculum program the School offers. Parents, students and teachers alike are seeking a greater emphasis upon an education personalised to the needs of each student and more closely aligned to the School's philosophy of a well-rounded education. An extended brief for our curriculum is recommended to ensure that every student is more thoroughly prepared for all aspects of adult life. The following themes reflect these goals:

1.1 More than Just Marks

The School will continue to emphasise that its central educative goal is more than a good ENTER score. Each student will negotiate a balanced program plan that will ensure a spread of commitments across the academic and co-curricula programs of the School. Involvement and attainment across all programs will be monitored and recognised within a new accreditation system to be called the Melbourne High Diploma.

1.2 Student Centred Learning

Whilst all of our students are very academically able, no two learn at the same pace and in the same way in every subject. Our programs must evolve to enable greater flexibility and match to individual differences. Individual Learning Plans will be introduced to enable students to set challenging goals tailored to their own progress

1.3 Preparation for Life

We have a responsibility to nurture in every student the attributes, abilities and values they will need to be successful in all aspects of adult life. Are we ensuring that our students are developing the necessary suite of attributes to be not only successful future professionals but also successful parents, citizens and life partners?

1.4 Beyond School

Melbourne High is fortunate in knowing that the overwhelming majority of its students will continue on to tertiary studies. Closer partnerships with the Universities which are the next destination for most of our students may see an increasing fusion of characteristics of tertiary study into our senior curriculum. A close and continuing relationship with recent past students will also be an increasing focus for the School.

Strand 2: Supporting Professionalism

Essential to the School's continuing success will be the capacity to attract and retain the very best teachers. In the past, many of the School's finest teachers have dedicated the majority of their careers to the School. However with an ageing teaching faculty, the School will also need to nurture a new generation of teachers and develop within them expectations of the highest quality of professional practice. Providing greater support but also high expectations of the teaching faculty will be paramount to maintaining the quality of education that is the hallmark of the School.

2.1 Career Support

The School will actively pursue a range of career support opportunities to enable staff to continuously renew their professional skills. Options to be explored will include:

Links with Tertiary Faculties

The School will seek to develop knowledge transfer partnerships with University faculties which may include short term placement of school staff in respective tertiary faculties and visa versa or linkage programs.

Exchange Programs

The School will seek to establish and encourage teacher exchange opportunities at the state, national and international level

Professional Leadership

The School will actively support staff undertaking key professional responsibilities such as authoring text books, serving as examiners and markers of VCE subjects or supporting the work of Subject associations.

It will be an expectation that all staff will undertake ongoing career development throughout their career.

2.2 Professional Learning and Wellbeing

The School will introduce a structured professional learning program which will encourage responsiveness to direct feedback on their classroom teaching from students and their colleagues. Each faculty will play an explicit role in ensuring that all classroom teaching is of the highest quality. Recognition of outstanding teaching will also a priority.

Melbourne High School expects much of its teachers both within the classroom and beyond. An equitable distribution of this workload as well as alleviation of non-essential administrative duties will be a priority.

Strand 3: Productive Partnerships

A direct emphasis upon partnerships recognises that the School cannot exist in isolation and will need to extend its connections with key partners. Amongst these will be:

3.1 Our Sister School

MHS and Mac Robertson Girls' School are symbiotically linked and in recent times our partnership has been entering a more mature stage. Whilst co-curricular links have always been strong between the Schools, the option of linked curriculum, resource sharing and teacher development should be explored. This could include for example offering extension programs across both schools.

3.2 Our Extended Community

The School would not exist in its current form without the passionate involvement of its current and past community. Our capacity to fully realise the capacities of each constituent group within this community will be vital to continuing success.

Students: The School's greatest asset is its students. We are privileged as a school in being able to select from amongst the most academically able young men in the state. The School should focus upon fostering and utilising the outstanding capabilities of its students during and after their time at the School. Maintaining a mutually-supportive role in the lives of these young men as they make the transition to tertiary study and then into early careers, will be a specific focus of the *Beyond School* initiative. From next year we expect to see ex-students working as tutors, coaches and mentors to current students.

Parents: Whilst the education of every young person is the joint responsibility and interest of School and family, parents are possibly the most neglected constituent in any school community. The School will actively explore means to enable parents to become more actively involved in the education of their own son as well as extending opportunities to be involved in broader school life.

MHSOBA: MHS would also not be the School it is without the continuing connection between the School and our Old Boy community. In recent years, the involvement of MHSOBA and the GM&B patrons in projects to support the School have become increasingly productive. The development of a partnership plan to formalise and give direction and authority to these initiatives will further strengthen these ties.

3.3 The Education Community

The School is proud to be a flagship of public education at a time when state education is at a critical phase of evolution. It is vital that the School plays a more robust and visible role within government education and in educational circles more generally to advocate and promote the social values that underpin state education.

The School must also explore productive partnerships with other educational providers. A key partnership will be the tertiary institutions which are the next home for the majority of our students and major changes in the style and focus of Universities over the next decade will become an area of critical interest to our community.

Strand 4: An Entrepreneurial Approach

Analysis of the funding and resourcing environment facing government schools across the next decade will predict that funding levels will struggle to keep pace with what is required to provide an education of the highest quality. This will be especially true for Melbourne High School where our capacity to maintain let alone improve the current quality of programs and facilities is already being compromised.

For the School to continue to prosper and grow, it would need to be more autonomous and inventive in seeking and maintaining resources and funding. This will require the School to both utilise its existing resources more effectively and to increasingly seek resources from beyond its immediate community. Options to be explored include:

4.1 MHS Foundation

Creation of the Melbourne High School Foundation will be a vehicle to attract additional support for the School and its students and potentially to initiate commercial business ventures for the benefit of the School. Through the Foundation, there will also be a capacity to expand the School's resource base beyond its immediate community. A range of other options are being explored to achieve this including:

- . Proactive sourcing of philanthropic and business donations
- . Acquisition of assets and bequests
- . Transfer of personnel costs

4.2 Further Growth

Whilst Melbourne High is a relatively large secondary school, the demand for places significantly outstrips our accommodation capacity. The fact that the School commences in Year 9 is also sometimes of concern to prospective families. There is little further capacity at Forrest Hill, but should the School consider the possibility of an additional campus and if so, where should this be and how configured? Possible strategies for growth include:

School Master Plan

Whilst nearing full development and demographic capacity, there is currently no comprehensive master plan for the precinct. This should be undertaken to direct future development and maintenance proposals and should include active consideration of any potential acquisition extensions to the precinct. Annexe facilities such as the Millgrove camp and other options including the proposed rowing facility should also be explored.

A second campus

In conjunction with MGHS the bone fides of such a proposal should be fully explored and a preferred joint position adopted.

4.3 Educational Ventures

The core business of the School must always remain the provision of the best education possible. Nevertheless, the School possesses significant intellectual and physical resources that could be expanded. Proposals that could be considered include the introduction of a coaching or tutoring service for students, provision of professional services to other Schools or making available additional educational programs and services after hours or during vacation periods. Possible Strategies include:

Coaching- Tutoring Service

Interest from current students and past members of staff and students in such a service should be explored. The focus should be upon provision to MHS students on a cost recovery or needs basis however future expansion outside of the School should not be excluded.

Holiday – Vacation Programs

Interest in the delivery and interest in study review programs offered at cost recovery to MHS students but a commercial rate outside should be explored. This could extend into other areas where the School has established intellectual property or specialist facilities

4.4 Commercial Enterprise

The School will need to take a more commercial approach to some aspects of its operations. This may include exploring commercial partnerships with other entities and possibly commercial ventures outside of its direct educational role. This may include:

Public/Private Ventures

The South Yarra Sports Centre is an example of public and commercial utilisation of School facilities to generate additional use and revenue. Exploration of other commercial operations should be considered where appropriate.

3. Outsourcing of non-core services

Consideration of the relative merit and cost effectiveness of retaining in house delivery of non-core services should to be evaluated.