

# School Strategic Plan 2018-2022

Melbourne High School (8025)



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# School Strategic Plan - 2018-2022

Melbourne High School (8025)

<b>School vision</b>	<p>The MHS Statement of Purpose</p> <p>Our educational philosophy is based on the concept of a well-rounded liberal education that will prepare our students for all aspects of their future life. Our School motto; 'Honour the Work' expresses a determination to apply ourselves to the pursuit of demanding and socially responsible goals.</p> <p>Our students are required to combine their academic studies with an equal emphasis upon co-curricular pursuits. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship.</p> <p>The School will nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty -first century. These capabilities are based upon the National Declaration on Educational Goals for Young Australians. Fostering these capabilities is the collective responsibility of the student, their family, the school and the community.</p> <p>Successful learners:</p> <ul style="list-style-type: none"><li>• Study a curriculum that embraces all learning areas and balances breadth and depth of focus</li><li>• Have the ability to think critically and deeply within and across learning areas</li><li>• Are creative and innovative in their thinking and application of learning</li><li>• Take responsibility for their learning and are motivated to reach their full potential</li><li>• Are able to work independently and collaborate in teams and effectively communicate ideas</li><li>• Are lifelong learners with the agility to adapt to changing circumstances</li></ul> <p>Confident and creative individuals:</p> <ul style="list-style-type: none"><li>• Able to manage their emotional, mental, spiritual and physical wellbeing</li><li>• Have the ability to establish and maintain healthy and satisfying lives</li><li>• Are enterprising, show initiative and use their creative abilities</li><li>• Develop personal capabilities such as honesty, resilience, empathy and respect for others</li><li>• Relate well to others and form and maintain healthy relationships</li><li>• Are well-prepared for life roles in their family, community and the workforce</li><li>• Are optimistic, make rational decisions and accept responsibility for their actions</li></ul>
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	<p>Active and Informed Citizens:</p> <ul style="list-style-type: none"> <li>• Are responsible and active global and local citizens</li> <li>• Appreciate and respect individual, cultural, social and religious diversity</li> <li>• Able to relate to and communicate across diverse cultures</li> <li>• Demonstrate a commitment to the values of democracy, equity and justice</li> <li>• Develop a personal ethical understanding and act with integrity</li> <li>• Are able to exercise civic leadership for the common good</li> </ul>
<p><b>School values</b></p>	<p>The School's motto is 'Honour the Work'. Honouring the work means applying yourself to all endeavours with purpose, perseverance and the determination to achieve the best outcome possible.</p> <p>MHS is committed to excellence by:</p> <ul style="list-style-type: none"> <li>• Challenging every student to achieve his full potential, beyond their perceived capabilities</li> <li>• Recognising and developing academic and co-curricular achievement</li> <li>• Providing challenging engaging and inclusive teaching</li> <li>• Supporting the highest professional expectations amongst the staff of the School</li> </ul> <p>MHS is committed to tradition with a vision for the future by:</p> <ul style="list-style-type: none"> <li>• Appreciating and upholding the traditions of the School's rich heritage</li> <li>• Developing the capacity to adapt quickly to change and embrace innovation</li> <li>• Developing the capacity to confidently meet the challenges of changing circumstances and global citizenship</li> </ul> <p>MHS is committed to the development of socially responsible and well-rounded individuals by:</p> <ul style="list-style-type: none"> <li>• Providing an education for all aspects of future life</li> <li>• Fostering creativity, teamwork, leadership and the care of others</li> <li>• Supporting humour, inquiry, pragmatism, balance, optimism, resilience and lofty aspirations</li> <li>• Developing the capacity for self-determination and social responsibility</li> </ul> <p>MHS is committed to an involved and diverse school community by:</p> <ul style="list-style-type: none"> <li>• Providing students, parents and staff with a sense of belonging to a community with clear goals</li> <li>• Encouraging and expecting the involvement of all members of the school community</li> <li>• Fostering understanding, empathy, cooperation and harmony within a diverse school community</li> <li>• Supporting social responsibility in a local, national and international context.</li> </ul>
<p><b>Context challenges</b></p>	<p>The 2018 School Review identified the following key challenges:</p> <ul style="list-style-type: none"> <li>• Consolidate the curriculum and co-curricular programs to support 21st century learning</li> <li>• Embed the professional learning culture across the school</li> </ul>

	<ul style="list-style-type: none"> <li>• Build student agency in their learning to support them as active and engaged learners</li> <li>• Continue to build upon the well-being and other support programs in the school.</li> </ul>
<b>Intent, rationale and focus</b>	<p>Strategic Vision</p> <p>1. A Twenty-first Century Curriculum</p> <p>The goal of the Melbourne High School Statement of Purpose is to nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty -first century.</p> <p>The tertiary education environment and the nature of work is undergoing rapid and unpredictable change and this will continue across the next 12 years. To lead successful and socially responsible lives, our graduates will need to be adaptable and resilient with the agility to adapt to and thrive in changing circumstances.</p> <p>Tertiary education and professional employers are increasingly seeking graduates who are lifelong learners who can adapt their skills to ever changing circumstances. General capabilities that have application across a range of employment fields will be more valuable than discipline specific knowledge and qualification. This has already seen a shift from the School's traditional focus upon academic content and disciplines towards the development of general capabilities identified in the National Declaration on Educational Goals for Young Australians and the MHS Statement of Purpose. Initial changes have been made to the Years 9 and 10 curriculum and assessment and reporting practices to introduce C21st capabilities however the School will need to explore options to maintain this momentum in Years 11-12. This may include consideration of curriculum models such as the International Baccalaureate.</p> <p>The development of the Centre for Higher Education Studies represents an expansion of the School's role as a state-wide provider for students of high academic ability. It will also foster partnerships with tertiary institutions and other agencies.</p> <p>Our curriculum must also be better tailored to the educational and development needs of our academically able students. This may include greater differentiation and flexibility in programs and pathways and more opportunities to apply skills and capabilities in real world situations. The role of the School's co-curricular programs in the development and assessment of C21st capabilities must also be considered.</p> <p>Our graduates report significant disenchantment and disengagement with tertiary studies and the School will explore more flexible pathways and partnerships with tertiary institutions particularly through the Centre for Higher Education Studies.</p> <p>2. Supporting Professional practice</p> <p>The quality and effectiveness of our teachers in the School's most important resource. Research demonstrates that effective teaching is the school-based factor with the greatest impact upon student achievement and engagement. The School's research suggests that a student's performance is significantly impacted by the relative effectiveness of their teacher and the match between that student's preferred learning style and the teaching approach of the teacher. The School has been moving towards a more</p>

consistent and explicit approach to teaching based upon contemporary evidence-based research and practice and this must remain a key strategic focus in the coming years.

The emerging focus upon C21st capabilities such as collaboration, creativity and innovation will require a new model of teaching and learning. The impact of digital technology and new approaches to online delivery have had a dramatic impact upon teaching and learning in the past decade and the classroom is no longer the essential location for learning. The School should explore innovative modes of curriculum delivery.

More needs to be done to create a cohesive and collaborative professional culture, promote continuous professional learning and development and support teachers to focus upon improvement of their professional practice. The School must also redesign both its teaching and teaching spaces to reflect new directions in pedagogy and curriculum.

### 3. Student Well-being

The MHS Statement of purpose commits the School to a well-rounded education that will prepare our students for all aspects of their future life. The capabilities required to lead successful and socially responsible lives extend well beyond the scope of a traditional academic program. The School must also nurture every student's emotional, mental, physical and spiritual well-being.

The School's extensive co-curricular program is essential to the School's educational philosophy and purpose and is as essential to the School as its academic program. The co-curricular program will be given a more central and explicit role in the School.

The impact of the pressures and demands upon young people in a less certain world is evident in lower indicators of health and well-being both in the wider community and among our students.

The School has responded to this both within the curriculum and through provision of support services however this will remain a key priority for the School.

A key focus will be upon developing each student's resilience and self-efficacy both in learning and in life. Rather than develop as independent and autonomous learners, many students rely on teachers and tutors to learn. Equally, we must encourage students to exercise greater agency in making decisions about their education and life. This will include a willingness to give students a more active voice in the School.

The School aspires to prepare students for their adult roles in families, the community and the workforce. There needs to be a more explicit plan for how this is to be fostered.

### 4. Community Engagement and Impact

The School also prides itself in nurturing socially responsible young men. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship. Our graduates will live in an increasingly globalized world. One of the strengths of the School is its embrace and celebration of individual, social and cultural diversity. The School will build upon this strength through developing national and international partnerships that foster intercultural understanding and experience. Improving engagement within our own community and with existing local partnerships is also essential.

Both tertiary studies and professional employment will increasingly emphasize the practical application of knowledge and skills. The School will explore opportunities for community partnerships that enable our students to apply their learning in real world situations.

Respect for individual difference and socially responsible citizenship has always been a key tenet of the School but again we need an explicit plan about how this is to be fostered.

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<b>Goal 1</b>	To develop all students as 21st century learners
<b>Target 1.1</b>	By 2022, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 75% to 85%)
<b>Target 1.2</b>	By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 46% to 55%)
<b>Target 1.3</b>	By 2022, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 66% to 75%)
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Deliver the Melbourne High School statement of purpose outcomes through a combined curriculum and co-curricular program (CPA)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Build agency for all students (ES)
<b>Goal 2</b>	To strengthen wellbeing for all students

<b>Target 2.1</b>	By 2022 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 46% to 65%)
<b>Target 2.2</b>	By 2020 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 72% to 80%)
<b>Target 2.3</b>	By 2022, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 77% to 80%)
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Strengthen whole-school strategies for health and wellbeing for the school community (HW)
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Strengthen resilience for all members of the school community (HW)
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build agency for all students (ES)
<b>Goal 3</b>	To strengthen engagement for all students
<b>Target 3.1</b>	By 2022 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Differentiated learning challenge domain will increase (from 56% to 65)



<b>Target 3.2</b>	By 2022 the percentage of positive responses for years 9-12 in the Atss Learner Characteristic- Self regulation and goal setting domain will increase (from 57% to 70%)
<b>Target 3.3</b>	By 2022 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 77% to 80%)
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop students as active and empowered learners (ES)
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Build agency for all students (ES)