

Melba College 8912 Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Terry Bennett 14 October 2016[name] [date][name] [date]
School council:14 October 2016[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Melba College challenges and equips lifelong learners to achieve their unique personal and academic goals, to experience success, value community and graduate world-ready.</p> <p>We aim to foster excellence and personal fulfilment in a dynamic learning environment that enriches and empowers each individual, in a safe and nurturing community.</p> <p>Vision We will develop:</p> <ul style="list-style-type: none"> • Successful, Passionate and Inspired Learners who <ul style="list-style-type: none"> - engage with learning purposefully and persistently - make continual progress to achieve their full potential - rise to challenges and take opportunities - achieve their personal best • Informed, Active and Thoughtful Citizens who <ul style="list-style-type: none"> - Develop and grow an awareness of local, national and global issues - choose to be mindful, responsible and positive - generate ideas and translate them into meaningful community action - show compassion, kindness, respect and acceptance • Confident, Creative and Resilient Individuals who <ul style="list-style-type: none"> - take risks and apply learning meaningfully - think deeply, ask questions, explore possibilities, innovate - learn and implement positive thinking growth mindsets - develop and demonstrate curiosity and courage 	<p>Values: As Learners, we value Personal Best and Excellence As Citizens, we value Community and Citizenship As Individuals, we value Integrity and Endeavour</p> <p>Personal Best and Excellence Our students gain and apply knowledge, develop skills and engage with learning as thinkers, risk-takers, problem solvers, communicators and evaluators. They develop an understanding of themselves, others and the world through physical, academic, cultural, social and emotional learning. Appropriate pathway options, seeking improvement at all times.</p> <p>Pursuing excellence in all aspects of life brings out the best in our students, and fosters the sense of personal satisfaction that fuels further improvement and success. They learn that rising to high expectations, striving for goals and performing with distinction takes self-reflection, resourcefulness, resilience and hard work. Progress and personal best achievements are celebrated.</p> <p>Community and Citizenship Melba is a community characterised by a genuine sense of connectedness, care and inclusion. We accept the rights and responsibilities that come with the privilege of community, celebrate diversity and recognise the part we play collectively and as individuals in upholding the common good.</p> <p>Empowered, global citizens, ready to embrace the world, who have the capacity to make meaningful community contributions understand the importance of championing social justice. We are therefore committed to promoting and practising mindfulness, advocating for the rights of others, sustainability and community service.</p> <p>Integrity and Endeavour Moral and ethical principles guide our practice and inform the way we work and conduct our relationships. We strive to know and do the right thing, demonstrating moral purpose and courage. We are truthful, keep our word and show respect to ourselves, others, the community and the environment.</p> <p>Much is achieved with significant effort and endeavour. We expect everyone to achieve their best by adopting positive attitudes and overcoming challenges. This fosters the confidence, resilience and courage needed to try new things, learn from mistakes and realise academic and personal potential.</p>	<p>The establishment of a new school following the merger of two previous schools has meant much work has been done and is still needed to develop and embed the culture of teaching and learning for Melba College. Bringing our schools together has impacted on student wellbeing and connectedness.</p> <p>The overall socio-economic profile for the school is in the low-mid category and the SFO has increased over the past few years from 0.51 (2013) to now be 0.61 (junior) and 0.59 (senior). The SFOE is 0.57 (junior) and 0.56 (senior). There are high numbers of students requiring literacy and numeracy support upon entry to the school. The school also has approximately 16% of EAL students from refugee background. The community perception is that Melba College is able to cater well for students who need extra assistance</p> <p>Student achievement data indicates relative High/Medium growth for students from Years 7 to 9 in Literacy and Numeracy is at expected levels, however VCE outcomes are below expected levels. The two campus school has created extra challenges in terms of enabling teaching teams to interact, observe each other, establish teaching and learning norms and discuss effective teaching.</p> <p>Student data indicators show low levels in learning confidence and connectedness to both peers and teachers. This data also shows that there has been an improvement in student safety and wellbeing from 2013-2015, however there is still further work to be done. Staff feedback identifies significant differences in student management across the college.</p> <p>The staff population profile is generally one of experience. The teaching staff in 2016 has an EFT of 53 and 47 of these were at Classroom 2 level or higher. This staff profile combined with declining enrolments has meant staff excess has had to be identified. It has also meant the school has been unable to employ new staff or consolidate the Leadership team profile. Teaching staff having to travel between campuses has also put extra financial pressure on the school as time allowances have to be given to these staff.</p>	<p>The challenges are being addressed in a variety of ways and have begun with the development of the Melba Teaching and Learning Charter which defines good practice expectations at Melba.</p> <p>Staff have been trained at the Bastow Institute in Literacy and Numeracy to lead teams of teachers at the Junior Campus (7-9) in developing and embedding new, evidence based teaching strategies in classrooms. The school has invested in these teams by providing time to collaborate in addition to the regular College meeting schedule. This focus will enhance student growth and better support them for Senior School studies and future pathways.</p> <p>Melba has appointed a Leading Teacher responsible for leading the development of a whole school approach to wellbeing. The school must be seen by students, staff, parents and guardians as inclusive, safe, respectful and orderly. A culture of respectful relationships in the college between staff, students and parents/guardians needs to be further developed. This will be achieved by developing a whole school wellbeing framework. The framework will expand teachers' capacities and skills through the identification and implementation of strategies for encouraging respectful, inclusive and positive behaviour and interactions by all members of the college community.</p> <p>Using the Melba Teaching and Learning Charter, a focus for the College will be on developing and implementing a clear and visible, evidence based instructional model that is used by all teachers at the school. This will be supported by developing teaching capacity to implement this instructional model. Specifically this will involve staff professional development, peer observation and feedback protocols, enhanced use of learning data to inform practice and collaborative planning to maximise consistency in curriculum design, implementation and assessment. This enhanced teacher practice will be aimed at ensuring all students are learning and growing regardless of their starting point.</p> <p>A focus on student voice throughout the College will further support student connection to the school, help build a positive school community and provide teachers with critical feedback on their practice. We will develop and implement a student leadership structure to ensure that student representatives have an authentic opportunity to be heard within the school community. Students within classes will also be provided with opportunities to give feedback to teachers regarding their learning progress which will be used by teachers in their role.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Maximise student performance across all curriculum areas that specifically lead to higher levels of growth in Literacy	Excellence in Teaching & Learning <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum Planning & Assessment 	Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning Build teacher capacity to implement evidence-based literacy teaching strategies Increased consistency between School Based Assessment Scales and External Assessment Scales by subject	<ul style="list-style-type: none"> • NAPLAN data 7- 9 Real Growth (M &H) Combined M/H Relative Growth in Reading 75% (Achieved 71.4% in 2015) Combined M/H Relative Growth in Numeracy 75% (Achieved 70.6% in 2015) Combined M/H Relative Growth in Writing 75% (Achieved 63.9% in 2015) • NAPLAN data 7-9 reduction of students in bottom 2 bands from Years 7 to 9 to 15%: Reading Year 9 27.8% 2016 Writing Year 9 38.6% 2016 Numeracy Year 9 16.4% 2016 • NAPLAN data 7-9 increase of students in top 3 bands from Years 7 to 9 to 50%: Reading Year 9 42.3% 2016 Writing Year 9 37.7% 2016 Numeracy Year 9 41.9 % 2016 • Benchmark data based on Vic Curriculum data 2017 • Increased VCE Median All Study score 28.0 (25.85 in 2015) • 35.0% of students in VCE with a study score below 28 (70% in 2015) • 16% of students in VCE with a study score above 33 (68.2% in 2015) • Reduced GAT Adjusted Scores - Student GAT predicted scores and Achieved Study Scores ≥ 1.0 15% (15% in 2015); > 0 and < 1 35% (0 in 2015); ≤ 0 and < -1 35% (15% in 2015); < -1.0 15% (75% in 2015) • Staff Opinion Data <ul style="list-style-type: none"> - Collective Efficacy – 70 % (41.8% in 2015) - Academic Emphasis – 70% (34% in 2015) - Coherence (71.5% in 2014) , Collective Participation (55% in 2014) & Feedback (39.4% in 2014) all at state benchmark
Deepen student engagement, collaboration and motivation within a rich learning community.	Positive Climate for Learning <ul style="list-style-type: none"> • Empowering students and building school pride • Health & Well Being • Setting expectations and promoting inclusion 	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.	<ul style="list-style-type: none"> • ATS data – Increased scores for Learning Confidence, Student Safety & Classroom Behaviour including reduced gender differences Years 7 to 12 – Learning Confidence 3.70 (3.61in 2016) Years 7 to 12 – Student Safety 4.32 (4.22 in 2016) Years 7 to 12 – Classroom Behaviour 3.10 (2.83 in 2016) • School Focussed Youth Service Survey data – Increased scores Student Resilience (2016 Benchmark data - Year 7 4.51, Year 8 4.11, Year 9, 4.24, Year 10, 4.29, Year 11, 4.21, Year 12, 4.15) • 'Bullystopper' Survey –2016 benchmark data • Staff Opinion data – Build resilience and a resilient, supportive environment 2016 benchmark data • State benchmark on Staff Wellbeing • Maintain Student attendance data 7-12 (12.72 days in 2015)
Enhance the well-being of all students in the school (Improve self-efficacy across the school)		Every teacher is a teacher of wellbeing. Build the capacity of students to be resilient, socially responsible & respectful in their relationships.	



Increase community engagement in achieving the schools vision.	Community Engagement in Learning <ul style="list-style-type: none"> • Building Communities 	Develop the Melba College profile Increased parental involvement Net Promoter School Survey – Would you recommend Melba College and why?	<ul style="list-style-type: none"> • Staff Opinion data – School Climate: Parent & Community Involvement: 72% (69.7% in 2015) • 150 Year 7 Enrolment • Parent Input at state benchmark (5.35 in 2015)
Increase the capacity of the school to function as a strategic organisation	Professional Leadership <ul style="list-style-type: none"> • Building Leadership Teams • Vision, Values & Culture • Strategic Resource Management 	Build a leadership structure which enhances team leaders' capacity to lead and implement change. Develop structures that align decision making and resourcing to the school vision and values. Develop processes and procedures that build a culture of accountability and feedback	<ul style="list-style-type: none"> • Staff Opinion data - Cultural Leadership: 85% (61.1% in 2015) - Leaders support for change: 70% (65.4% in 2015) • Improved financial state of Melba College (reduced deficit)

DRAFT

