

School Excellence Plan 2024-2027

Melonba High School 8921



School vision and context

School vision statement

At Melonba High School we are dedicated to fostering a vibrant and inclusive community that encourages curiosity, creativity, and critical thinking. Our vision is to cultivate an environment where every student is empowered to reach their full potential through a rich blend of academic, artistic, and athletic programs. We commit to nurturing responsible, compassionate leaders who are prepared to contribute positively to a global society

School context

Melonba High School is newly established in 2024 with Year 7 and 8 students and will grow each year. We are currently operating in high quality purpose build temporary facilities directly across the road from where our permanent school is being built. We are scheduled to move to our permanent school at the beginning of 2025. When completed, the school will have capacity for 2000 students. The school will incorporate an innovative and future focused educational model, reflective of agile teaching and learning areas while also supporting the welfare needs of students.

Strategic Direction 1: Student growth and attainment

Purpose

We are committed to improving student results to improve learning and achievement.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

An increase in NAPLAN mean scaled score for reading in Year 9 for 2027 compared with Year 9 2025

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1% in attendance rate from 89.4% in 2024.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

An increase in NAPLAN mean scaled score for numeracy in Year 9 for 2027 compared with Year 9 2025

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Initiatives

Focused Reading

- Implement explicit, research-based teaching practices to ensure regular reading and vocabulary extension across all courses of study.
- Build staff capacity through professional learning and documented literacy guides focused on explicit teaching strategies to optimise learning progress of students in their vocabulary development.
- Literacy team utilise relevant data from student work samples, classroom teachers, faculties and Teach Meets to assess effectiveness of Focused Reading activities

Check In Challenge

- Data analysis and communication with students to drive improvement in attendance
- School attendance team meets regularly to plan strategies to reward overall student attendance and improvements in attendance.

ALARM

- Whole-school professional learning and access to ALARM resources enables all staff to embed ALARM teaching practices and scaffolds into Teaching and Learning programs
- School Professional Learning team provides support for staff to collaboratively plan, deliver, and evaluate the use of the ALARM matrix to explicitly teach skills for extended writing tasks to enable success towards high-order directive verbs
- ALARM matrix is utilised to make adjustments to support student learning and increase challenge and teachers use explicit teaching approach which incorporates modelled, guided and independent practice.

Whole school numeracy tools

- Numeracy team utilises the evidence base on effective whole-school use of specific numeracy tools to develop consistent approach

Success criteria for this strategic direction

- Evidence of regular structured reading across all classes
- Student work samples indicating their engagement in structured reading and vocabulary development (Focused Reading)
- Whole school monitoring demonstrates integration of ALARM into teaching and learning programs, including backwards-mapped directive verbs
- Identification of specific numeracy tools to utilise within a whole-school approach and collaborative professional learning implemented.
- Whole school promotion of attendance and regular communication of attendance expectations.

Evaluation plan for this strategic direction

Question

Is there a school-wide approach ensuring teachers understand and explicitly teach literacy through the curriculum to students across all achievement levels and subject areas? Are there embedded evaluative processes for utilising student progress and achievement data to measure impact.?

Data & Evidence

- Survey of students in Term 1 indicating their engagement in Focused Reading
- Central collection of Focused Reading work samples
- Survey of students in Term 4 2024 indicating their engagement in Focused Reading
- Pre and post vocabulary student assessment.

Analysis

Data will be triangulated, evidence gathered and evaluated once a term to inform progress and adjustments going forward.

Strategic Direction 1: Student growth and attainment

Improvement measures

Pathways have been explored and links have been established with University, Business and other learning pathways.

Initiatives

- School leadership team identifies effective, specific numeracy tools and provides faculty-specific professional learning to implement co-ordinated approach
- Teaching and Learning programs detail the knowledge and numeracy tools to be taught through the curriculum.

Evaluation plan for this strategic direction

Implications

Regular self assessment and monitoring of progress will inform future directions for planning and affirm that the initiative have been successful in building capacity of teachers and students in their growth and attainment., in particular in literacy and numeracy.

Strategic Direction 2: Student Voice and Leadership

Purpose

To provide opportunities for students to give input into school decisions and directions and to give them opportunities to develop leadership and community participation.

Improvement measures

Student Voice and Leadership

Achieve by year: 2027

Documented changes in School policy, practice and initiatives that reflect student input.

Initiatives

Student Ambassador Program

- Student ambassador team are guided in their leadership to run initiatives that develop inclusion and a sense of belonging within the school community.

Student voice

- Wellbeing data and feedback on learning is collected from the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.

Success criteria for this strategic direction

Student Ambassadors meet regularly and provided input into school decision making.

Students are consulted school development issues.

Students represent the school at various events

Evaluation plan for this strategic direction

1. Evaluation Goals

- Assess the initiative's effectiveness in enhancing student voice and leadership.
- Measure impacts on student engagement and academic outcomes.

2. Evaluation Questions

- How has the initiative affected students' views on contributing to decision-making?
- What changes in engagement and academic performance are evident?
- How do staff and students evaluate the effectiveness of student leaders?

3. Methodology

- **Data Collection:**
- Surveys (pre- and post-initiative).
- Focus groups with students and leaders.
- Observational assessments of meetings and events.
- Analysis of academic performance data.

4. Data Analysis

- Use statistical methods for quantitative data and thematic analysis for qualitative insights.

5. Reporting Findings

- Summarise key outcomes and recommendations in

Strategic Direction 2: Student Voice and Leadership

Evaluation plan for this strategic direction

a comprehensive report, including success stories.