



# 2017 ANNUAL ACTION PLAN REPORT

**SCHOOL:** Melrose High School

**NETWORK:** South Weston

**VISION:**

This plan supports the school's vision to change structures to support the continuous development of an expert teaching team and support staff. For our school team to deliver on strategies and programs that promote high expectations for all students and to utilise and strengthen positive school-community engagement for the benefit of all students.

**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 PEAs (Priority Enrolment Areas). A major focus of the school is the construction and maintenance of the school as a community of like-minded learners. The school community includes 37 language backgrounds, international fee paying students as well as a broad cross section of Canberra families. Educational data, both globally and nationally, establishes the clear link between the capacity and expertise of staff and 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 allows for systematic monitoring, measurement and evaluation of teaching practice. Specific implementation strategies are 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 21<sup>st</sup> century learning outcomes with our students. The school is in its final year of the four year planning cycle and is anticipating evaluation of the strategic plan in 2017.

**Endorsed by School Principal:**

Name: SIMON VAUGHAN

Signature: [Handwritten Signature]

Date: 13/3/18

**Endorsed by Board Chair:**

Name: STUART MCELLEMAN

Signature: [Handwritten Signature]

Date: 13.3.18

<b>Priority</b>	<b>The continuous development of an expert teaching team and support staff.</b>
<b>Targets:</b>	<p>By the end of 2017:</p> <ul style="list-style-type: none"> <li>• 100% of staff will participate in a formal coaching relationship so that they receive regular and timely feedback about teaching and learning</li> <li>• Staff survey responses to “I get constructive feedback about my practice” increases by 20%</li> <li>• 50% of all classes complete unit satisfaction surveys</li> </ul>
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>• To work from a shared vision of modernized expert practice that is in partnership with families and that is individualized to suit the needs of every student</li> <li>• To effectively deal with student under-performance against current benchmarking aligning HR, staffing and budgetary practice</li> <li>• A whole school strategy that is peer developed and shared within and between KLA's (Key Learning Areas) through the 21<sup>st</sup> Century Fluencies</li> <li>• Multiple, proven and flexible learning options/pathways for students through co-curricular programs and other educational models</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.</b>

<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
<b>Enhance coaching and mentoring practices across the school that improve student learning</b>	<b>Proportion of staff involved in formal coaching/mentoring arrangements</b>	
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
Finalise the Leadership Colloquium PI through NESLI and commence staff support projects	Executive	Term 1 2017
School wide teacher mentoring and coaching programs	Lead Teacher	Term 1 2017
Quality Teaching Model integrated into Mentoring and Coaching Programs	Executive Teachers	Semester 1 2017
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
<b>Peer coaching to develop 21<sup>st</sup> Century Fluencies as classroom practice to differentiate learning for students</b>	<b>Proportion of staff involved in formal coaching/mentoring arrangements</b>	Nil
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>

Cluster focused thinking carnivals	Lead Teacher, SLB, Fluency project team	Terms 2 and integrated 4 2017
Round four Champions trained	Mentor team	Term 1 2017

## Priority

**The continuous development of an expert teaching team and support staff.**

## Targets

- To work from a shared vision of modernized expert practice that is in partnership with families and that is individualized to suit the needs of every student
- 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 (Key Learning Areas) through the 21<sup>st</sup> Century Fluencies
- Multiple, proven and flexible learning options/pathways for students through co-curricular programs and other educational models

## Evaluation of Performance:

Over the course of ten months in 2017, a Leadership Colloquium team completed a detailed program run by the National Excellence in Schools Leadership Initiative on effective, modern leadership techniques. This involved workshops, peer coaching and submission of assessments including project plans for school activities. 12 staff and achieved certification from NESLI and this enabled each of those leaders to access a Masters of Educational Leadership Program at Monash University. The strengthening of the Executive was augmented by a broadening of the leadership team with 5 emerging leaders successfully completing this process. The projects that were the outcomes of the Leadership Colloquium ranged from a team working with staff to embed better communication with families, increasing engagement with 21<sup>st</sup> Century Teaching and Learning practices and a system of mentoring linking staff across and within faculties.

Measurement of each project is varied due to the phase of implementation that each of those projects are currently sitting in. 100% of staff participated in a mentoring program that ran every Tuesday afternoon prior to staff meetings. This project was designed and developed from the professional learning undertaken in the colloquium. Feedback from staff indicated that there was an 80% approval rating for the process and the outcomes of the mentoring sessions. The family communication and engagement project is co-led with parents and commenced as a whole school approach in 2018. Interruption to that implementation was caused by the transition to a new system of school administration which has now been rectified and this project has commenced in earnest at the time of writing this report.

In addition to the mentoring arrangements, a shift to the method of teaching coaching was designed for 2018's Annual Action Plan. The lead up to this was the strengthening of coaching the 21<sup>st</sup> Century Fluencies. This work had all round 4 teachers successfully trained and supported in terms 3 and 4 as well as a whole staff approach embedded in term 4. Highly successful thinking carnivals which have now been adopted by school districts in South Australia were measurable outcomes of staff shifting teaching practice. Enrolments into Year 7 for 2018 showed a marked increase and about 25% of non-PEA enrolment stated that they were specifically seeking enrolment to focus on 21<sup>st</sup> Century

Learning and they also attributed this to the Fluency Thinking Carnival.

Whilst the school has previously focused on Quality Teaching Rounds, there was no school wide program enacted in 2017. As we have shifted focus to establishing pedagogical routines based in future focused teaching and learning, we have also moved to focusing on embedding staff knowledge and skill in literacy and numeracy support for students. In shifting the class observation focus to 2018, we are also supporting new SLC faculty leaders and teachers who have to become inducted fully into the school community.

The strengthened school capacity to coach and mentor is not limited to teaching staff and is also not limited to the fluencies or particular school programming. We are confident now that there is a strong positive focus across the school for improved practice support through mentoring and coaching. An additional 10 staff have undertaken a school facilitated Leadership Colloquium through NESLI and, whilst this commenced in 2017, it will be a major focus for completion in 2018.

Whilst 100% of staff participated in coaching and mentoring programs, there was no correlation with improved satisfaction survey results for the statement “I get constructive feedback about my practice”. The rate of agreement to this statement, in fact, declined as did the number of staff agreeing by 5 staff. The overall participation rate in the satisfaction survey was also lower with only 39 valid responses.

**Strengths:**

- The establishment of professional coaching and mentoring has become a feature of the school which has aided in changing the rigid faculty silo effect
- Staff are developing more and more of the learning schedule for teachers and are participating actively in focused coaching and mentoring sessions

**Future targets:**

- Staff wellbeing and support appear to be a source of concern in the data regarding work satisfaction and feedback
- Semester unit surveys to gain student feedback on teaching and learning need also to be addressed

Priority	High expectations for all students
<p><b>Targets:</b></p>	<p>By the end of 2017 the average NAPLAN results showed averages as listed below</p> <ul style="list-style-type: none"> <li>● Year 7 Reading 555 ± 5 547</li> <li>● Year 7 Numeracy 539 ± 5 543</li> <li>● Year 9 Reading 587 ± 5 591</li> <li>● Year 9 Numeracy 587 ± 5 586</li> </ul>
<p><b>Outcomes to be achieved</b></p>	<ul style="list-style-type: none"> <li>● To target and develop positive, incremental academic improvements and well-being of underperforming students</li> <li>● Enhance and develop the learning transitions for students through community based learning opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• Students transition to determining their own project based learning and plan how it will improve their learning outcomes</li> <li>• A whole of school improvement in multiple measures of student academic success</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Quality Learning, High expectations, High performance,</b>

Key Improvement Strategy	Indicators of Success	Budget
<b>Embed specific pedagogies to enhance literacy and numeracy learning that are evidenced based and efficacious</b>	<b>Proportion of students achieving above the NAPLAN minimum standard in Writing, Spelling and Grammar, Punctuation and Reading.</b>	
Specific Actions	Responsibility	Commence date
Introducing PAT testing Reading and Numeracy	SLB and SLA	Term 2 2017
Introduce LUAC strategies in all KLA areas	SLC Languages	
Review, develop and implement new structures for literacy through a RTI model	SLB and Special Needs team	Term 3 2017
Key Improvement Strategy	Indicators of Success	Budget
<b>Embed specific pedagogies to enhance literacy and numeracy learning that are evidenced based and efficacious</b>	<b>Difference between school Indigenous mean and the ACT non-indigenous mean in NAPLAN writing, reading and numeracy.</b>	
Specific Actions	Responsibility	Commence date
Transition the ISC to a Big Picture Inspired Academy	SLC student Engagement	Term 1 2017
Engage all students with AIME Mentors	SLC Student Engagement	Term 2 2017
Prepare and distribute school support information for families including RAP	SLC Student Engagement/ Business Manager	Term 2 2017

### **Priority High expectations for all students**

#### **Targets**

- 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

## Evaluation of Performance:

It has been a challenging year on the NAPLAN front for all schools around Australia with the stalled progress of the implementation of NAPLAN online. As we moved back to the traditional testing regime, there was a sense of disappointment from the team who had done so much to get prepared. Based on the targeted outcomes, the school supported students to meet all but 1 target. Year 7 Reading was targeted at a mean of  $555 \pm 5$  and students achieved a mean of 547 outside the bracket of the target. Year 7 Numeracy mean target was  $539 \pm 5$  and student performance exceeded the mean but within the parameters set at a mean of 543.

In the Year 9 results, there were both pleasing gains as well as increased means. Year 9 Reading was targeted at a mean of  $587 \pm 5$  and students in Year 9 exceeded this target within the parameters set with a mean of 591. Year 9 Numeracy means were set at a mean of  $587 \pm 5$  and the mean achieved at 586 also within the parameters set.

Measurement of student achievement is not limited to the information presented in NAPLAN and carriage of the Response to Intervention model required a specialist Faculty Leader with a strong background in learning advancement programs. This officer was permanently appointed in the last few days of the 2017 school year. Some success has been attained with limited PAT testing for students requiring an intervention and this will be supplemented in 2018 with an increase array of tests and a greater group of students tested. Staff meetings were held in second semester of 2017 to focus on Neurological elements (NeuEd) of learning and how teachers can specifically target those needs. Feedback from teachers was universally positive.

LUAC strategies were workshopped with staff formally at PL at least twice in 2017 with a view to specifically addressing literacy needs highlighted from the testing regime. Later in 2017, there was a commitment across the Tuggeranong and South Weston Networks of schools to share development and practice of the Writing Project. The initial stages of this project commenced in the planning phase in term 4 2017. Following on from the planning, implementation will be a feature of the 2018 Annual Action Plan. The progress to full implementation of the RTI model will highlight additional strategies and approaches.

A major rethink of Aboriginal and Torres Strait Islander cultural integrity and response was undertaken across the ACT in 2017. Staff and students at Melrose had commenced language learning across the school in a regional Aboriginal language which had a positive uptake across the student body. Feedback from Aboriginal and Torres Strait Islander students indicated a stronger sense of belonging and pride in their school. As a major feature of the RAP, the Woden Cluster has looked at the transition of students and the supports available to them via the Indigenous Study Centre. It has been a design focus on strategically working with parents and students to examine ways forward to a re-invigorated model of academic targets.

The AIME program was run once again in 2017 and students engaged well with mentors, however the desired outcome of all students did not eventuate. One of our students, though, was awarded the AIME mentor student of the year for the ACT. Other mentoring and support was organised by staff outside of the AIME program as well and these regular sessions were both well attended and efficacious for the students.

The result of the various programs run through the ISC highlighted a need for a revised model for the centre and parents of Aboriginal and Torres Strait Islander students were consulted to commence that process. Architects were also engaged to undertake a feasibility study of the new physical

structures which will be a major community consultation in 2018. The senior executive looked at the existing Big Picture Academies and considered advice from a number of sources, including a former Principal of Brewarrina State School, and decided that Aboriginal and Torres Strait Islander students could access current academies. This has led to a revision to the stated targets that is in keeping with the community review model stated above.

Strengths:

- Overall growth and Year 9 results in NAPLAN are positive
- RTI model commencement

Future targets:

- Reinvigorate the model for the Indigenous Support Centre
- Publication of the RAP and familiarising the school community with it

<b>Priority</b>	<b>Strengthen positive school-community engagement</b>
<b>Targets:</b>	<p>By the end of 2017</p> <ul style="list-style-type: none"> <li>● 75% of students participate in feedback on major new processes</li> <li>● Student Leadership structures enhanced and redefined around House groups</li> <li>● A 10% decrease in student behaviour management reports from the 2016 results.</li> </ul>
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>● To enhance the currently positive relationships of school and community by individualising and personalising school for each family</li> <li>● Develop models of learning that involve student links through internship and mentoring with community experts</li> <li>● Melrose High School maintains and develops the international community partnerships for students</li> <li>● Continue to develop student “voice” in school governance</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Quality Learning, High expectations, High performance,</b>

Key Improvement Strategy	Indicators of Success	Budget
<b>Enhance structures that support student voice in school governance</b>	<b>Inclusion of 75% of students in school decision making in 2017 via Google portal</b>	
Specific Actions	Responsibility	Commence date
Refreshed model of SRC in operation and student consultation model in operation	Lead Teachers	Term 2 2017
Renewed RESPECT value and signature behaviours fully consulted and published	Executive, SRC teachers	Term 2 2017
Consultation with students around RESPECT values and community values	SLA and SLB	Sem 1 2017

Key Improvement Strategy	Indicators of Success	Budget
<b>To enhance the currently positive relationships of school and community by individualising and personalising school for each family</b>	<b>Proportion of Pastoral Care and targeted support programs improve connectedness to school and learning</b>	
Specific Actions	Responsibility	Commence date
Establish new community partnerships built around the Melrose Football Precinct	SLA, SLC PE/Health, Business Manager	Term 1 2017
NeuEd pilot program expanded	SLC Student Engagement, School Psychologist	Term 1 2017
Develop and publish new student management framework and procedures	SLC Student Welfare and Engagement	Term 3 2017

### **Strengthen positive school-community engagement Targets**

- 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 and develops the international community partnerships for students

## **Evaluation of Performance:**

Although the school did not reach a comprehensive 75% of students participating in feedback on major new processes, there were a large number of students consulted on a variety of school governance items. At least 20% of the schools population were actively consulted on the revision of the schools RESPECT value. Another, larger group, were consulted via online methods of Google docs and survey instruments and this feedback was added to the parent consultation group (approximately parents). During the review of the Future of Education in the ACT, a further 25% of the student body were consulted regarding this important feedback directly to the Minister for Education, Yvette Berry. Taking into account House Group Leader consultation, Thinking Carnival Leaders, Peer Support Leaders and specific faculty discussions, it is clear that the target may have been met over a number of items instead of 75% student feedback on every major new process.

Student Leadership structures have been enhanced and redefined around House Groups with a number of House Captains and Vice Captains forming the core of the student governance body. It should be clearly expressed though that these are not solely a structure for sport.

Current House Captains, Vice Captains and other school leaders assist the decision making in the school and keep the House Group focused on earning House Points for participation,

citizenship, altruistic service, sporting achievements and other school activities as suggested by the House Groups themselves. A highlight of these activities has been the lunchtime activities for House competitions that are organised via student leaders negotiating with relevant teachers.

The stated target of a 10% decrease in student behaviour management reports from the 2016 results has not been met but with a positive reason. With the advent of the [URSafe](#) email account, students have felt more confident in reporting issues at a lower level of effect. This has meant that behaviour management reports significantly increased but reduced behavioural incidents at a certain level as well. It has also led to a great number of students suspended, a larger number of total suspension days and a slight increase in repeat suspensions. It should also be noted though that these repeat suspensions carry over from the same students in 2016. The overall indicative information is that we now believe we are getting a better picture, more reporting and have improved the situation for students who are better connected with the adults at the school.

In 2017, there was significant Professional Learning expenditure and a large focus of this was Neuroscience for Education or NeuEd. This has aided teachers to understand how to best deal with the adolescent brain and to get students prepared to learn. Whilst the learning is centred on teacher knowledge, there have been some professional practices adopted in to class use. Mindfulness activities, stress reduction activities and a clarity of instruction that support better informed learners. At this stage, there is no data from School Climate surveys to compare to the school prior and it is something that may show more information after a second year of professional practices.

The school has also forged a number of partnerships in 2017 and a key focus was on the new Football Precinct opened in 2017. Capital Football have commenced negotiations for the Soccer Academy to commence in 2018 prior to the Soccer Season. Students will be trialled and placed on a before school access program that focuses on skill building for more elite footballers. There was a sharp increase in enrolment applications based on the Academy opening for operations in 2018.

#### Strengths:

- House Groups and House Group Leadership opportunities
- Student participation in school governance
- Redevelopment of the RESPECT value

#### Future targets:

- Further refining the school leadership by the students
- Publishing Student Management protocols
- Developing teaching and learning platform