

# 2018 ANNUAL ACTION PLAN Report

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**SCHOOL:** Melba Copland Secondary School

**NETWORK:** Belconnen

**VISION:**

MCSS fosters a supportive environment of respect, trust and intercultural understanding. Each student is encouraged and challenged to learn, grow and accomplish personal, academic, social and vocational excellence.

**SCHOOL CONTEXT**

Our vision as a Year 7 -12 IB World School is to create a culture of high expectation in teaching and learning that fosters a supportive inclusive environment of respect, trust and intercultural understanding. Our approach to realising this vision is embodied in the 10 IB learner profile. The school's Annual Action Plan priorities are embedded into the Faculty Action Plan and Teacher Pathway Plan to enable consistent articulation of priorities in Annual Professional Discussions by every teacher where targets and measurable outcomes are reported. Our school improvement strategies are aligned to the NSIT and AITSL Teacher Standards to inform and measure this review process.

*Endorsed by School Principal:*

Name: Jesse Sidhu

Signature: Jesse Sidhu Date: 20/4/19

*Endorsed by Board Chair:*

Name: Gail Heinrich

Signature: G Heinrich Date: 2-5-19

*Endorsed by School Network Leader*

Name: Kris Willis

Signature: [Signature] Date: 20/4/19

Our School Improvement Plan articulates:

- a commitment to the Education Directorate's three Strategic Indicators for 2018-2021
  - > *To promote greater equity in learning outcomes in and across ACT public schools*
  - > *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
  - > *To centre teaching and learning around students as individuals*
- our priorities, as informed by the Directorate's Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:
  - > Maximise the learning culture of the school
  - > *Growth in reading comprehension across all subject areas and year levels*
  - > *This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:*
    - improving student outcomes
    - monitoring and implementation of an inquiry approach to action school improvement
    - monitoring and inquiry to inform daily teaching
    - identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

Priority One:	Maximise the learning culture of the school.
Targets:	By the end of 2021 the school will achieve growth targets at or above the system mean in the School Climate survey categories.
Outcomes to be achieved	Growth targets at or above the system mean in the School Climate survey categories.
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational Teaching and Leadership, High Expectations and High Performance, Connecting with Families and the Community

Key Improvement Strategy	Key Performance Indicators
a) Alignment of International Baccalaureate (IB) philosophy and inquiry learning with curriculum implementation across the school.	Subject overviews will show vertical and horizontal curriculum; Approaches To Learning (ATL) mapping has all ATLS addressed for years 7-12; Student voice validates IB philosophy of learning.
<b>Specific Actions</b>	<b>Responsibility</b>
Establish and implement IB DP Action Plan arising from the successful 2017 IB Diploma Self Study review	Diploma Program Coordinator, Year 11-12 Executive and Teachers
Review IB MYP curriculum for Year 7,8,9 and 10. Submit Year 10 Assessment for IBO moderation.	Middle Years Program Coordinators, Year 7-10 Executive and Teachers
<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>PL for staff in Week 0, 2018 on MYP Curriculum writing (all faculties) and use of Managebac software for administration</li> <li>Action Research project conducted on IB Command term teaching and learning during PLAN</li> <li>Completion of Year 10 Personal Projects – 87.5% of cohort</li> <li>Trial of marking and moderation of Personal Projects – timeline identified for 2019 to meet external IBO moderation</li> <li>Language Acquisition units developed for years 7-10 with PL</li> <li>First year 10 cohort to complete MYP across years 7-10</li> </ul>	
<b>Key Improvement Strategy</b>	<b>Key Performance Indicators</b>

b) Formalise coaching and mentoring to support improvement in classroom teaching practices using the GROWTH (Goals, Reality, Options, Will, Tactics, Habits) Coaching model. Target future PL to support building teaching practice capability.	Improved in teacher PL satisfaction measures. Increase number of staff completing formal GROWTH coaching course.
<b>Specific Actions</b>	<b>Responsibility</b>
All teaching staff undertake differentiation professional learning. Utilise GROWTH coaching approaches in reviewing peer performance through observations.	MCSS Executive Professional Learning Team
<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Teaching staff completed Differentiation PL in Week 0 on with Ruth Phillips from Gateways Education</li> <li>PLAN Showcase by whole school staff of differentiation strategies at end of Sem 1, 2018</li> <li>GROWTH Coaching model used for observations of staff – 100% of staff completed two peer observation sessions in Sem 1 and Sem 2, 2018 (total of 113 records with a differentiation focus – Google record sheet ready for validation)</li> <li>2018 – Whole school 7-12 events: Swimming carnival, Athletics carnival, Harmony Day, ANZAC assembly</li> </ul>	
<b>Key Improvement Strategy</b>	<b>Key Performance Indicators</b>
c) Strengthen the culture in the school that reflects a school-wide commitment to purposeful, successful learning. Ensure a firm focus on <b>high expectations of behaviour</b> and engagement in learning.	Achieve growth and/or achieve baseline results in identified dimensions of the climate survey. Attendance data
<b>Specific Actions</b>	<b>Responsibility</b>
Strengthen the case management approach to support learning plans for students. (CES Plan)	Student Wellbeing Executive and Teams
Increase submission rates for assessment	All teachers
<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>10 Essential Skills PL presented to staff by NSET in Sem 1, 2018</li> <li>Targeted Support classes</li> <li>World Language – literacy support for identified students following NAPLAN, PAT and TOWRE-2 testing (2018 – average of 10% of years 7, 8 and 10 cohorts)</li> </ul>	

receiving extra line of literacy support. 20% of Year 8 cohort received a literacy support line)

- Response to Intervention program – following testing, 35% of students in Years 7 and 8 received intensive literacy support (RTI) reading program in 2018. 10% of students in years 9 and 10 cohorts received RTI in 2018 (see attachment)
- Google Classroom PL presented in PLAN and implemented across all faculties to facilitate electronic submission of assessment and flexible learning
- Introduction of UNICHECK for plagiarism by Teacher Librarian through Google Classroom
- Six MCSS teaching staff took part in a trial using Student Voice surveys, to assist with providing areas of strength and development in their practice - new educators and experienced teachers trialled the use of PIVOT survey to gain student perspective on their learning experiences (Term 2 2018)
- ILPs for students in 2018 were created by Targeted Support and Wellbeing Teams for identified students:

Year	Number of ILPs for 2018:
7	27
8	14
9	18
10	13
11	11
12	7

- MCSS participated in trial program of STEM 'CyberTaipan' cybersecurity program under sponsorship with ACT ED and AustCyber – MCSS entered 5 x teams from years 9-11 (year 11 team making it to finals in March 2019) in collaboration with ADFA and industry/parent mentors

**Key Improvement Strategy**

d) Strengthen a one school ethos across both campuses, with a focus on effective communication practices, student and staff cohesion and effective transition between all years.

**Key Performance Indicators**

Transition, enrolment and retention data across all years

Specific Actions	Responsibility
Careers and pathways program support is sustained to support Year 10 to Year 11 retention.	Careers team and Senior Executive
Strengthen the Primary School Partnership and Transition program.	Executive Team
Staff engage in professional and personal wellbeing activities.	All staff
<ul style="list-style-type: none"> <li>• Whole staff 7-12 meetings each term</li> <li>• PLAN PL - 6 sessions per term + showcase</li> <li>• Sem 2, PLAN - Cross campus collaboration on transition of students years 10-12, including mapping of curriculum 7-12 and assessment moderation</li> <li>• 88 x Year 6 students visit MCSS in Sem 1 for high school taster session</li> <li>• 139 x Year 6 students attended Orientation Day Sem 2 2018</li> <li>• Regional Arts Program – feeder primary school students from Latham, Mt Rogers, Charnwood-Dunlop, Miles Franklin and Evatt Primary School participated in dance and music showcases in Sem 2</li> <li>• Ukelele program – music program facilitated by MCSS music teacher, working with students from Evatt and Mt Rogers each week</li> <li>• Reconciliation Action Plan (RAP) implemented in Term 3 by MCSS - leader of network of Belconnen cluster schools to initiate reconciliation and improve outcomes of ATSI students</li> <li>• Early Childhood Enrichment – Miles Franklin Primary School visits Sem 1 and 2 by 24 Year 7-10 students</li> <li>• Indigenous Liaison Officer worked with feeder primary schools Mt Rogers and Charnwood-Dunlop to improve transition and outcomes for ATSI students</li> <li>• 100% of ATSI Year 10 students achieved Year 10 Certificate 2018</li> <li>• MCSS Youth Workers engaged with primary school students in programs (Dance, Sport)</li> <li>• Primary Magellan Program continued in 2018 – 44 students from years 5-6 identified as gifted and talented participated in STEM program in collaboration with CSIRO STEM Professionals in Schools (Latham, Mt Rogers, Charnwood-Dunlop, Miles Franklin and Evatt Primary School)</li> </ul>	

<ul style="list-style-type: none"> <li>TAP program in PE continues to cater for gifted and talented students</li> </ul>	
<b>Key Improvement Strategy</b>	<b>Key Performance Indicators</b>
e) ACT Senior Secondary Certificate achievement for all students across academic and vocational education pathways	High levels of Year 12 Certificate completion and Vocational pathway participation and attainment
<b>Specific Actions</b>	<b>Responsibility</b>
Promote student access to a range of curriculum and vocational course pathways.	Executive Team, Careers Team
<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Careers team for years 9-12 facilitating work experience and vocational education and certificates (see attachment)</li> <li>98% of Year 10 certificates achieved by cohort in 2018</li> <li>145 Students did WEX placements</li> <li>7 structured workplace learning</li> <li>10 students completed Vocational Learning options</li> </ul>	

<b>Priority Two:</b>	<b>Growth in reading comprehension across <u>all</u> subject areas and year levels.</b>
<b>Targets:</b>	By the end of 2021 the school will increase the number of students who achieve one year's growth for a year of study.
<b>Outcomes to be achieved</b>	Increase the number of students who achieve one year's growth for a year of study.
<b>Links to Directorate Strategic Priority Areas</b>	Quality Learning, Inspirational Teaching and Leadership, High Expectations and High Performance, Business Innovation and Improvement

Key Improvement Strategy	Key Performance Indicators	Budget
a) Embed a culture of robust critique of teaching practices through teacher observation and feedback with a focus on inquiry learning and literacy.	Teaching team participation and evaluation of lesson observation/feedback.	
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
All teachers undertake the observation and feedback program utilising GROWTH strategies and ISMART goals.	Curriculum Executive and Teachers	February 2018
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>• GROWTH Coaching model used for observations of staff</li> <li>• 100% of staff completed two peer observation sessions in Sem 1 and Sem 2, 2018</li> <li>• Total of 113 records with a differentiation focus</li> <li>• (Google record sheet ready for validation)</li> </ul>		
Key Improvement Strategy	Key Performance Indicators	Budget
b) Engage all teachers in the Response to Intervention (RTI) Model, to identify the needs of all Tier 1, 2 and 3 learners and put in place appropriate intervention and responses.	Increase number of students at or above year level standard. (Use PAT ,COGAT, NAPLAN and other sources of student performance data.)	
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
Strengthen the multi-year plan to increase the capacity for the RTI across Years 7-12	Executive and RTI Literacy Team	February 2018
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>• RTI continued in 2018 – MACQLIT reading program</li> <li>• 6 x staff (teachers and LSAs) completed refresher training on MacqLit in 2018</li> </ul>		



<ul style="list-style-type: none"> <li>• Staff completed the Secondary Literacy Project PL and ARP on building literacy</li> <li>• PL conducted with UC (Dr Misty Adoniou + Kris Kershaw) by 5 staff</li> <li>• ARP commenced on teaching literacy to improve assessment outcomes</li> <li>• Staff linked peer observations to ISMART goals on differentiation</li> <li>• RTI implemented for years 9-10 students</li> <li>• Planning commenced for numeracy intervention in 2019 (Quicksmart)</li> <li>• Planning for 11-12 RTI and literacy support</li> </ul>		
<b>Key Improvement Strategy</b>	<b>Key Performance Indicators</b>	<b>Budget</b>
c) Implement a school data collection plan and timetable for the annual collection, communication, analysis and use of individual student performance data. Support teachers to interpret and use this data as a tool to differentiate the learning for students.	Implement a platform to facilitate teacher access to multiple student data sets.	
<b>Specific Actions</b>	<b>Responsibility</b>	<b>Commence date</b>
Strengthen the capacity of the Data Team to oversee the MCSS Data Strategy	MCSS Data Team	February 2018
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>• PL for NAPLAN coordinators completed for transfer of NAPLAN Online 2018</li> <li>• NAPLAN trial and testing conducted online 2018 year 7 and 9</li> <li>• NAPLAN data reviewed 2018 at Exec forum Term 4 – see attachment</li> <li>• CoGAT testing completed of year 7 applications for gifted and talented program Sem 1</li> <li>• PAT data for Reading, Maths and Science analysed in 2018 – see attachment</li> <li>• TOWRE-2 testing conducted for reading – see attachment</li> <li>• Trial of MCSS Data Visualisation tool – combining data sets for teachers to know students better</li> <li>• Implementation of Sentral to monitor attendance and behaviour data</li> </ul>		

We can't plan the future until we understand the present.

**There is a whole school consistent approach to positive behaviours**

How do you trade, monitor and acknowledge positive behaviours?

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What are the review mechanics used to check in with staff?

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We can't plan the future until we understand the present.

**School develops staff skills and capacity to respond to behaviour**

How do you gauge currently reality of skills and capacity in managing student behaviours?

What else could we do to strengthen staff skills and capacity?

We can't plan the future until we understand the present.

**Support procedure developed and documented to assist students who have been subjected to bullying, harassment and violence**

What procedure is followed to support victims of bullying, harassment and violence?

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What is the communication strategy when supporting victims of bullying, harassment and violence? How is this communicated and what sensitivities may need to be considered?

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We can't plan the future until we understand the present.

**Schools have clear procedures for staff to address bullying (including cyber) harassment and violent behaviours**

How do you identify which skills do and do not have the capabilities to address bullying, harassment and violent behaviours?

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What needed to build capabilities of staff who do not effectively address bullying and violent behaviours?

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We can't plan the future until we understand the present.

**School fosters strong teacher-student relationship**

What would be some indicators of strong teacher-student relationships?

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How do you create a safe and welcoming environment for students and their families?

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