

Melba Copland Secondary School

Network: Belconnen

Impact Report 2019

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

Reporting against our priorities

Priority 1: Maximise the learning culture of the school.

Targets or measures

By the end of 2021 we will achieve:

- By the end of 2021 the school will achieve growth targets at or above the system mean in the School Climate survey categories.

In 2019 we implemented this priority through the following strategies.

- Alignment of International Baccalaureate (IB) philosophy and inquiry learning with curriculum implementation across the school.
- 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.
- Strengthen the culture in the school that reflects a school-wide commitment to purposeful, successful learning. Ensure a firm focus on high expectations of behaviour and engagement in learning.
- 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.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
SSS – Staff - Student behaviour is well managed at my school	59.7%	74.3%	68.1%	69.1%		
SSS – Student - Student behaviour is well managed at my school	43.3%	32.5%	24.0%	30.8%		
SSS – Parent - Student behaviour is well managed at my school	62.2%	63.6%	61.5%	58.9%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
After a drop-in satisfaction towards managing behaviour, 2019 has seen a trend up in student (6.8%) and staff (1%) perception data
- Have any of your data sources changed over time? If so, why?
Perception data sources did not change in 2019.
- What implications does this evidence have for your next AP?
It was clear the school needed to change its approach in dealing with student behaviour. As a result, the school has committed to implementing Positive Behaviours for Learning (PBL) in 2020.

Our achievements for this priority

Alignment of International Baccalaureate (IB) philosophy and inquiry learning with curriculum implementation across the school.

Each faculty area has provided a scope and sequence carefully mapping the Australian curriculum as well as the IB requirements.

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.

As part of the schools, Professional Learning and Networking (PLAN) sessions MCSS introduced Professional Learning Communities (PLC) in three areas: Student Engagement, Differentiation and Literacy and Reading Strategies. Each staff member conducted an action research study aimed to improve student learning in their chosen focus area. Part of the research included observing other classes as well as being observed in class. This process formalised coaching practices and allowed teachers to utilise the skills of GROWTH coaching.

Along with this, SLC's worked with the Network Student Engagement Team (NSET) to explore ways of developing positive student engagement (linked to the PBL focus next year). This will allow SLC's the capabilities and skills to work with their staff in 2020 and model the approach used by the NSET team.

Strengthen the culture in the school that reflects a school-wide commitment to purposeful, successful learning. Ensure a firm focus on high expectations of behaviour and engagement in learning.

The formalised structure of PLC's with staff focussing on action research highlights the school's commitment to student learning. The PLC maturity matrix indicates (in general terms) that we are between the evolving and emerging phase for the implementation phase of PLC's.

Key executive staff participated in the Secondary Schools Writing Inquiry focussing on Disciplinary Literacy. As part of the program, the school identified a need to incorporate more writing within classes focussing more on disciplinary literacy rather than content-based. The implementation of writing strategies within targeted classes during Term 3 saw student writing time increase to 54.16% (up from 22.8%), with the type of stimulus and texts changed to mirror appropriate subject-specific language.

The school demonstrated its commitment to learning with the introduction of the Tier 3: Future focussed Learning Program for disengaged students and those who have complex needs. A key element of the program is to flexibly respond to individual student need. The aim is to design personalised learning plans and group programs. The program has seen an improvement in student attendance and academic progress along with minimising the reports of negative incidents around the school. Students have been able to engage in Work Experience with some students engaging with CIT to complete workplace training, leading to potential employment.

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.

The school has implemented a Year 10 “Magellan” program (for Gifted and Talented students) at the college campus. The program aims to extend the learning of these students by exposing them to college classes. Students, therefore, understand the requirements of working at BSSS level. This program, as well as other programs such as “Headstart” (allowing students the opportunity to select one college class as an elective), has seen more students transition rates and year 11 cohort numbers increase.

All teaching staff have the opportunity to teach classes both at the High School and the College campus’. This together with 7 – 12 student forums, executive meetings and combined school events such as Harmony day assemblies and 7 – 12 Graduations has seen the MCSS partake in more whole school events than in the past.

Challenges we will address in our next Action Plan

- The school is committed to addressing this need by implementing Positive Behaviours Learning (PBL). A PBL team has already been established and training completed with the goal of being PBL ready by the conclusion of 2020. This will assure a consistent approach with high expectations on behaviour maintained
- The introduction of a formalised professional learning plan which address both the learning needs of students (formation of PLC’s with a focus on Disciplinary Literacy) and the operational needs of the school will assure teachers are properly observed (GROWTH coaching model) and the learning culture of the school is prioritised.
- All staff will complete IB MYP training in week 0 2020. This will imbed the IB philosophy in the school and entrench inquiry-based learning.

Priority 2: Growth in reading comprehension across all subject areas and year levels.

Targets or measures

By the end of 2021 we will achieve:

- Growth in reading comprehension across all subject areas and year levels

In 2019 we implemented this priority through the following strategies.

- Embed a culture of robust critique of teaching practices through teacher observation and feedback with a focus on inquiry learning and literacy.
- 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.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
NAPLAN - Reading Growth from 7-9 (At or Above Expected Growth)			82%	60%		
PAT Reading Average scores Years 7	127	125	128	130		
PAT Reading Average scores Years 8	128	129	128	135		
PAT Reading Average scores Years 9	128	126	128	134		
PAT Reading Average scores Years 10	126	133	140	143		

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

School-wide interventions have resulted in growth in reading comprehension, evident in PAT testing across year 7 – 10.

NAPLAN data indicates the current Year 9 cohort needs further interventions in reading.

- Have any of your data sources changed over time? If so, why?

NAPLAN Data has changed from Year 1 to 2, with the introduction of SCOUT data from SMART.

- What implications does this evidence have for your next AP?

A school wide focus through PLC's on Disciplinary Literacy will be implemented in 2020 aimed to improve reading and writing skills. Classroom observation practice will be further imbedded in the PLC program.

A data and differentiation team will be set up to assure staff have easy access to student data. This will allow them to apply it to their planning, where tasks are appropriately scaffolded to support student learning.

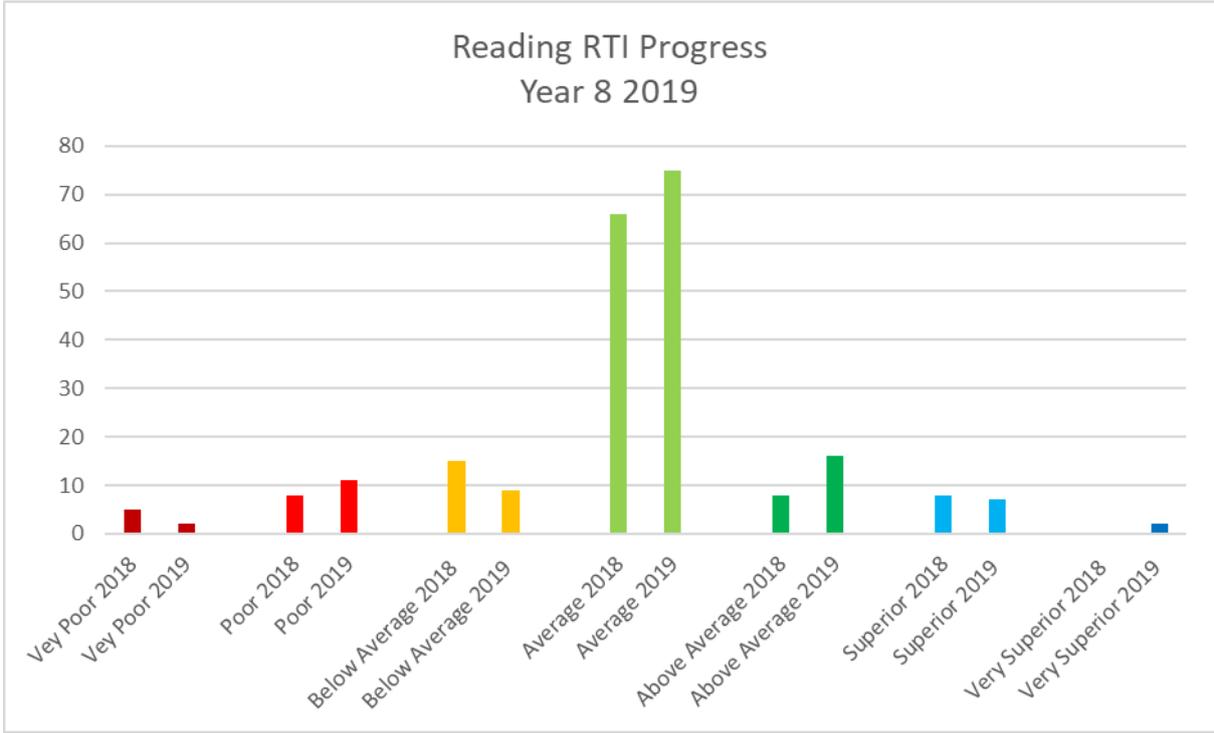
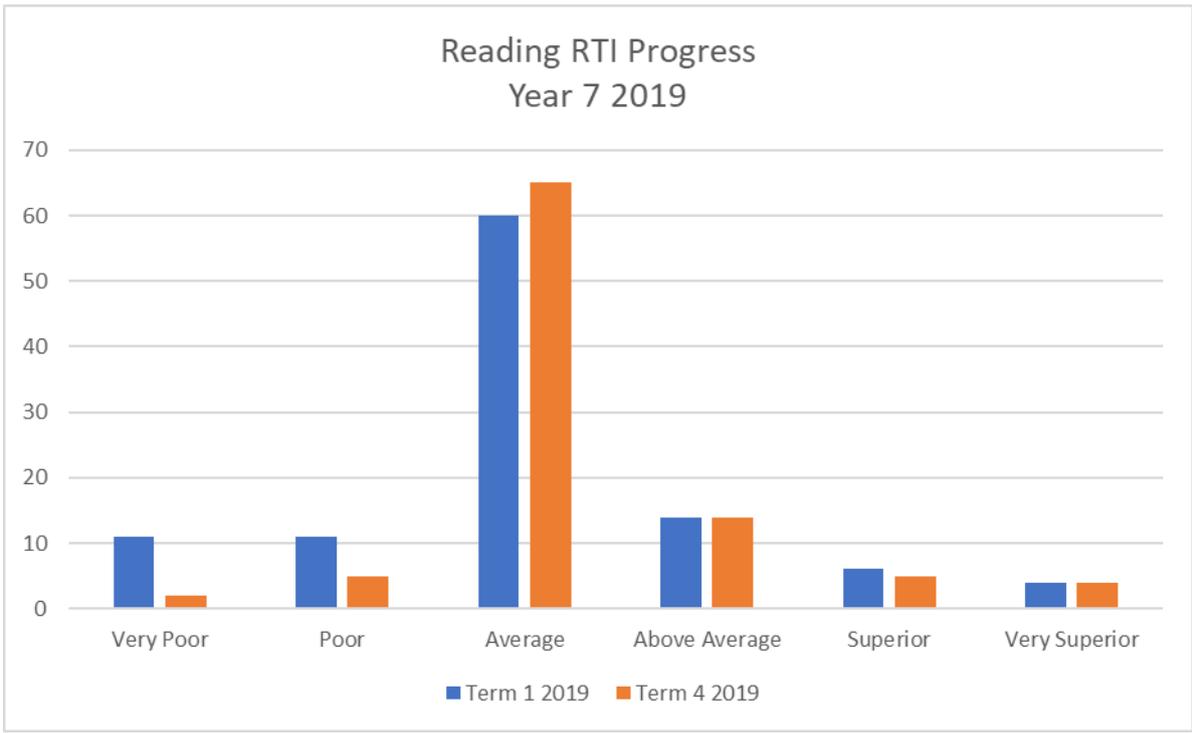
Our achievements for this priority

Embed a culture of robust critique of teaching practices through teacher observation and feedback with a focus on inquiry learning and literacy.

Teacher observations were further embedded in teacher practise through PLC's and teacher action research projects. All teachers observed lessons and were observed as part of the process with pre and post meetings scheduled beforehand in order to discuss the objectives of the lesson and aims as well as receive feedback.

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.

The school focused on differentiation in formative and summative assessment tasks to support students at all levels. Towre 2 testing indicated 83% of students performed at average standard or above. PAT testing indicated growth in all year groups (7 -10). All students who participated in the RTI program achieved growth in their reading (see below)



Challenges we will address in our next Action Plan

- The RTI model will target those students in mainstream classes whilst also maintaining support for those students in targeted support programs.
- Introduction of a Differentiation team who will focus on supporting and extending students at all levels.
- Further embed classroom observations through a more targeted PLC program.
- A school wide focus on Disciplinary Literacy to improve academic achievement, growth in NAPLAN and school-based data.

