



Melba Copland Secondary School Strategic Plan 2017-2021 Belconnen Network



Endorsement by School Principal

Name: Michael Battenally

Signed

Date: 21 August 2017

Endorsement by School Board Chair

Name: Ronald Stewart

Signed

Date: 22 August 2017

Endorsement by Director School Improvement

Name: ^{for} Stephen Gwilliam

Signed

Date: 31 August 2017



Melba Copland Secondary School

Strategic Plan 2017-2021

Belconnen Network



School Profile

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 ideals – **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective.**

The school priorities for the next 5 years have been determined through a review of evidence over the past 4 years. The school performance throughout that time was validated by an independent panel of school leaders. Commendations and recommendations made by the External Review Panel have informed discussions of our priorities through the collaboration of all school stakeholders. Priorities identified have informed targets, Key Improvement Strategies and Key Improvement Indicators that are congruent with national and system priorities.

Our school improvement review process sets achievable timelines for the monitoring and reflection of targets and key improvement strategies. These are aligned to the NSIT and AITSL Teacher Standards to inform and measure this review process. Further, 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.

Strategic Priority 1

Student outcomes to be achieved: 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.

Key Improvement Strategies	Timelines and milestones	Lead roles/Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
<p>a) Alignment of International Baccalaureate (IB) philosophy and inquiry learning with curriculum implementation across the school.</p> <p>Culture that promotes learning (3) An explicit improvement agenda (1) Systematic curriculum delivery (6)</p>	<p>2017-2021</p> <ul style="list-style-type: none"> - MYP Year 9 2017 - MYP Year 10 2018 	<p>IB Diploma Program Coordinator, IB Middle Years Program (MYP) Coordinators; College Deputy Principal Delegations to Faculty Executive & Personal Projects Coordinator</p>	<p>Whole staff Professional Learning (PL); IB PL funds;</p>	<p>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.</p>
<p>b) Formalise coaching and mentoring to support improvement in classroom teaching practices using the GROWTH (Goals, Reality, Options, Will, Tactics, Habits) Coaching model.</p> <p>Expert teaching team (5) Effective pedagogical practices (8) Differentiation of teaching and learning (7) Implement whole school literacy strategies (9) Culture that promotes learning (3) Expert teaching team (5)</p>	<p>2017-2018 and review impact</p>	<p>Faculty Executive teachers, Class Teachers, Executive Teacher Professional Practice</p>	<p>Schedule in annual MCSS PL plan and embed in teacher professional pathways</p>	<p>Improved in teacher PL satisfaction measures. Increase number of staff completing formal GROWTH coaching course.</p>
<p>c) 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.</p> <p>Culture that promotes learning (3)</p>	<p>2017-2021</p>	<p>Senior Executive Team, Faculty Executive, Class Teachers</p>	<p>PL, IB Organisation resources, Wellbeing framework, MCSS Student Services Teams, MindMatters resources, Network School Engagement Team (NSET) support</p>	<p>Achieve growth and/or achieve baseline results in identified dimensions of the climate survey</p> <p>Attendance</p>

<p>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.</p> <p>School Community Partnerships (9)</p>	<p>2017-2021</p>	<p>Senior Executive Team, Faculty Executive, Class Teachers</p>	<p>Promotion, events, social media, celebrations</p>	<p>Transition, enrolment and retention data across all years</p>
<p>e) ACT Senior Secondary Certificate achievement for all students across academic and vocational education pathways</p> <p>Culture that promotes learning (3) School Community Partnerships (9)</p>	<p>2017-2021</p>	<p>Senior Executive Team, Faculty Executive, Class Teachers</p>	<p>Career and Transition advice team. Vocational Program promotion</p>	<p>High levels of Year 12 Certificate completion and Vocational pathway participation and attainment</p>

Strategic Priority 2

Student outcomes to be achieved: Growth in reading comprehension across all subject areas and year levels

Targets: By the end of 2021 the school will increase the number of students who achieve one year's growth for a year of study.

Key Improvement Strategies (what teachers will do)	Timelines and milestone s	Lead roles/Accountabilities Delegations	Targeted Resources	Key Performance Indicators
a) Embed a culture of robust critique of teaching practices through teacher observation and feedback with a focus on inquiry learning and literacy. Expert teaching team (5) Effective pedagogical practices (8) Culture that promotes learning (3)	2017-2018 and review impact	Faculty Executive teachers, Class Teachers Executive Teacher Professional Practice (ETPP)	Schedule in annual MCSS PL plan and embed in teacher professional pathways	Teaching team participation and evaluation of lesson observation/feedback.
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. Expert teaching team (5) Differentiation of teaching and learning (7) Implement whole school literacy strategies (9)	2017-2021	Literacy Team, Executive, Teachers	Teacher RTI PL, RTI team expansion, and develop the College and High School 'StudyCon' Centres.	Increase number of students at or above year level standard. (Use NAPLAN and other sources of student performance data.)
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. Analysis and Discussion of Data (2) Differentiation (7)	2017-2018 and review to integrate with new School Admin System (SAS)	Information Technology Officer, Business Manager, ETPP, Literacy Team.	Costs for assessment packages, integrated data package (Accelerus, ManageBac) and PL support. Note: New School Administration System (SAS) implementation from 2017 may provide integrated student data system	Implement a platform to facilitate teacher access to multiple student data sets.