

Melrose High School

Network: South Canberra/ Weston

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Increase growth in writing
- Increase growth in numeracy for all students

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Increase growth in writing
- Increase growth in numeracy for all students

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Students are engaged in a positive and respectful learning culture

Reporting against our priorities

Priority 1: Increase growth in writing

Targets or measures

By the end of 2023 we will achieve:

- Increased Year 7 average NAPLAN writing growth score to 45 points
- Increased Year 9 average NAPLAN writing growth score to 45 points

In 2019 we implemented this priority through the following strategies.

- The Writing Project
- PLC support for teacher development
- Personalised learning
- Data informed practice

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
Increase Year 7 growth in Writing to 45 on NAPLAN average scores	29.11	42.2	NA			
Increase Year 9 growth in Writing to 45 on NAPLAN average scores	29.11	-11.5	NA			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
70% of students agree that teachers provide useful feedback about their work	59%	43%	55.4%			
85% of staff agree that teachers use testing results to inform planning	49%	48%	53%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
School wide awareness of writing strategies (Qualitative data analysis)	Identify personal and school wide strategies	Provided PL through ESO to review and improve writing strategies within each learning area	Review and update of Melrose Toolbox to provide exemplars and scaffolding to students, staff and families.			

What this evidence tells us

- Due to Covid-19 school emphasis has been on student and staff wellbeing. The Writing Project PLC group continues to review writing strategies and supports in the school planning for implementation in 2021.
- We have continued to utilise PAT and COGAT data to inform teacher practices and allocate interventions (GRIN & MacqLt) for students, as well as build the gifted and talented education program, Melrose Marvels
- Continued focus through all learning areas will be a feature of the 2021 plan through the Faces on the Data PLC and the January Professional Learning groups.

Our achievements for this priority

Establishment of whole school approach to develop equitable development of student outcomes and growth in writing

- Data informed practices emerging
- MACQLit Strategies to support identified students

Writing Project PLC undertaken with all Learning Areas represented

- Scheduled PLC
- Melrose High Toolbox to support writing visible for staff, students and families

Data banks

There are now multiple testing points including NAPLAN and PAT data that are developing a clearer picture of the need and potential strategies. We have also developed a differentiation checklist for all teachers which include suggested adjustment to support writing development

School Approach to Improving Writing Data:

Goal 1: Refine the style guide. This is an ongoing goal. There has been updating of some visuals and the exemplar bank has been updated and expanded, although much more work in this area is required. 2020 Survey data indicates this as an area for development.

Goal 2: Promote widespread use of the Toolbox. All surveyed respondents are aware of and have used the toolbox. It is being used across all faculties. Teachers are using the Toolbox and promoting it in a range of ways. It is a default tab for teachers and students. Bookmarks are ready to distribute to the new Year 7 students in 2021. An Orientation Day lesson plan on the Toolbox is being developed.

Goal 3: Vocabulary - making connections. This goal was not progressed in 2020. This will be an ongoing goal in the 2021 Writing Revolution PLC.

Homework Club:

The school runs a homework club twice a week, with a selection of dedicated teachers. Students can access targeted support with staff at this to support them with their writing as well as other skills.

English Curriculum:

The English faculty runs targeted units in Year 7&9 English on Text Types with a focus on the writing conventions for the three text purposes (to entertain, to persuade and to inform). Students engage

in a moderation writing task and are provided with feedback on this. Students are given opportunities to reflect on this feedback and set learning goals for improvement.

MACQLIT:

All students are screened using PAT testing, with Tower as a follow up test to identify with targeted students. Students with low reading skills are provided with MacqLit intervention. Reading intervention improves all student literacy including writing skills.

[Challenges we will address in our next Action Plan](#)

- Data Plan - develop easier access for all staff to pertinent student data

Priority 2: Increase growth in numeracy for all students

Targets or measures

By the end of 2023 we will achieve:

- Increased Year 7 average NAPLAN numeracy growth score to 47 points
- Increased Year 9 average NAPLAN numeracy growth score to 50 points

In 2020 we implemented this priority through the following strategies.

- Teacher collaboration and Professional Learning
- Response to intervention through GriN
- Data informed practice actions

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
Increased Year 7 average NAPLAN numeracy growth score to 47 points	29	52.6	NA			
Increased Year 9 average NAPLAN numeracy growth score to 50 points	43	14.4	NA			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
85% of students agree/strongly agree that: "My teachers motivate me to learn"	65%	58%	51%			
85% of students agree/strongly agree that "My school gives me opportunities to do interesting things."	73%	63%	57%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Identifying numeracy strategies across all faculties – Google Survey (Qualitative data analysis)	Developed in 2020	Provided PL through ESO to review and improve numeracy strategies within each learning area	NA			

What this evidence tells us

- PAT data will continue to be collected through the “O” week timetable. The Faces on Data PLC will collate this data and provide effective information to staff for planning purposes.
- We will continue to review the trend over time and see what, if anything, can be remedied in the same vein as the Writing Project.

Our achievements for this priority

RTI- GRiN Model

- Teachers trained and line allowance allocated to run GRiN with underperforming students

Data PLC Established

- PLC members completed PAT PL to analyse data

Whole School Numeracy:

We have continued to implement the GRiN program and have invested two lines of support for students that have an identified need through PATS data and teacher feedback.

Homework Club:

The school runs a homework club twice a week, run by a selection of dedicated teachers. Students can access targeted support with staff at this to support them with their numeracy as well as other skills.

Maths Curriculum:

Through use of on balance assessment, students are given a broader opportunity to demonstrate their numeracy skills as more opportunities to improve individual skills.

Maths tutoring is offered by the maths faculty all lunchtimes, via a booking system.

Challenges we will address in our next Action Plan

- GRiN Growth data
 - > Review GRiN progress
 - > Analyse gaps as evidenced through MathSpace and GRiN to establish other methods of support
 - > Develop focused GRiN Year 9 program
- Triangulated numeracy data
 - > Compare and align PAT numeracy, NAPLAN and GRiN data and present to staff, Board and School Community
- Disaggregate data to scan for equity issues
 - > Triangulated data disaggregated
 - > Focus on Year 9
- Review and analyse BSSS data
 - > Review longitudinal performance in Year 11 and 12 of MHS students to engineer supports from the beginning of Year 9

Priority 3: Students are engaged in a positive and respectful learning culture

Targets or measures

By the end of 2023 we will achieve:

- 90% of students receive “consistently” (highest level) for: “Effort in Learning Area” and “Works Cooperatively” on semester reports.
- 85% of students achieve at or above expected grade level - Level 5 for Year 7 & 8 & Level 6 for Year 10 on the *Personal and Social Capability* (ACARA).

In 2020 we implemented this priority through the following strategies.

- Teacher collaboration
- Teachers engage in consistent approaches for behaviour management and student engagement
- Response to intervention is used to close and extend gap
- Positive Behaviours for Learning supports teachers and students to more consistent student management
- Data informed practice actions

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
90% of students receive “consistently” (highest level) for: “Effort in Learning Area” and “Works Cooperatively” on semester reports.	Developed in 2020	NA	Semester Two data only: 50% Effort in Learning Area 55% Works Cooperatively			
85% of students achieve at or above expected grade level - Level 5 for Year 7 & 8 & Level 6 for Year 9 & 10 on the <i>Personal and Social Capability</i> (ACARA).	Developed in 2020	NA	Semester Two data only: TBA			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
50% of students agree/strongly agree that: “Student behaviour is well managed at my school”.	29%	17%	31%			
75% of students agree/strongly agree with the	50%	44%	31%			

statement: "My school takes students opinions/concerns seriously."						
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School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
The introduction of PBL has reduced out of school suspensions by 20% compared to T2-4 2018	5% of students have had suspensions in Sem 2 2018	6% of students have had suspensions in Sem 2 2019	3.3% of students have had a suspension in 2020			
75% of staff agree/strongly agree that Melrose has Shared Values & Approaches	65%	63%	64%			
100% of staff agree/strongly agree with that Melrose has an Academic Emphasis	80%	82%	86%			
75% of staff agree/strongly agree with that Melrose has positive Professional Development practices.	67%	74%	81%			
75% of staff agree/strongly agree with the statement: "Staff get quality feedback on their performance."	53%	61%	49%			

What this evidence tells us

- The challenging data this year is the perception of school taking student concerns seriously. The unprecedented challenges of 2020 have increased the number of students requiring supports. Students perception of concerns and serious issues in these unprecedented times can be skewed.
- Student perception of behaviour management has significantly increased. This is likely due to consistency in behaviour approaches and transparency of communication.
- By also gathering data from General Capabilities (Personal and Social Capability) we will have an ongoing assessment of moderation and development strategies.
- Suspensions have been reduced in 2020; this is likely due to consistent approaches to behaviours.

Our achievements for this priority

- **Implementation of PBL**
 - > PBL developed the all setting expected behaviours in consultation with staff, students, and the school community.
 - > Accuracy of data has continued to improve
 - > PBL team have completed domain 1.
- **Data focused on student presenting behaviours**

- > Assessment and review of the Student Engagement dashboard is underway. This led to investment in sensory bags within all classrooms to allow for diversionary strategies in response to general classroom anxiety.

Challenges we will address in our next Action Plan

Continued embedding of PBL strategies

- Strategies and application of workshopped understandings for all shared and public places. A fully negotiated and workshopped understanding of applied positive behaviours in attendance to the school site. NB Mawson is not part of the campus.
- Methods and procedures to differentiate the approach with special needs, EALD and ATSI students and families.
- Diversity and the application of PBL to the LGBTQI community investigated and consulted with staff.

“O” Week to embed principles with teachers and students

- PBL and other workshops run for all year groups during O Week
- New staff inducted as well as new students
- Handbook to support the week reviewed and published for 2021