Melba Copland Secondary School

Network: Belconnen

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 2 (see reporting for detail):

- 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

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 (see reporting for detail):

- 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

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 2 (see reporting for detail):

- 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

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 2020 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.
- Initiate PBL

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.

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.%	743%	68.%	69%	71%	
SSS – Student - Student behaviour is well managed at my school	43%	32%	24%	30%	22%	
SSS – Parent - Student behaviour is well managed at my school	62%	63%	65%	59%	62%	

What this evidence tells us

An upward trend in student and staff perception data has continued from 2019.
Continued focus on student engagement and support strategies is required beyond 2021.
There has been no change in data source
 A further focus on establishing a high expectations approach to teaching and learning, student engagement, innovation and student support is required in order to continue to improve student learning and behaviour.
The development of a data and evidence 'evaluation plan' is needed to track student growth more effectively

Analysis → Priorities → Strategies → Actions → Impact (for student)

Our achievements for this priority

A clear process and practice approach has been drafted for student engagement and support.

Increased staff understanding regarding a need to focus on the RTI model, the PBL approach and development of the PLC model have been achieved.

All faculties have 'scoped and sequenced' the Australian Curriculum alongside IB requirements

Staff teams have continued the work on the Cultural Integrity plan such that three faculty areas now have embedded curriculum and learning to support this.

Challenges we will address in our next Action Plan

- 2021 is final year of the 5 Year Strategic Plan
  - > School and community consultation will need to be undertaken in order to refine and redevelop the priorities
  - > A focus on developing a longtitudinal data and evidence plan for evaluation will be required
  - > A' narrow and deep' approach to professional learning will be developed with key priorities being:
  - > Formative assessment and differentiation
  - > Response to Intervention
  - > Coaching and mentoring
- The use of Professional Learning Teams will be redesigned to allow staff to focus learning on focussed outcomes and targets

Analysis → Priorities → Strategies → Actions → Impact (for student)

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 2020 we implemented this priority through the following strategies:
- 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%	N/A	
PAT Reading Average scores Years 7	127	125	128	130	130	
PAT Reading Average scores Years 8	128	129	128	135	131	
PAT Reading Average scores Years 9	128	126	128	134	138	
PAT Reading Average scores Years 10	126	133	140	143	140	

School program and process data – Reading Groups Data (using MacqLit program)

| Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
TOWRE-2 Testing Year 7 End of Year	92	92	99	99	101	
TOWRE-2 Testing Year 8 End of Year	97	96	99	98	101	
TOWRE-2 Testing Year 9 End of Year	NA	97	99	102	102	
TOWRE-2 Testing Year 10 End of Year	NA	97	95	99	105	

What this evidence tells us

- This evidence shows modest growth for all year level cohorts as cross-referenced between the PAT Reading (which measures comprehension) and TOWRE-2 Testing (which measures fluency and phonemic awareness).
- The use of PAT Reading data needs to be reviewed to not take just the average scores, but look at bottom/top quartiles and middle bands to determine where there is more growth or

Analysis → Priorities → Strategies → Actions → Impact (for student)

less as the averages seem to hide anything meaningful. This comment applies equally to the TOWRE-2 data.

Our achievements for this priority

**Tier 2 Literacy Intervention – Reading Groups Program**

In 2020, the Literacy Team moved over 26 year 7 students off Very Poor, Poor or Below Average levels for Sight Words and Phonetic Awareness (as measured by the TOWRE-2 test).

Year 7 2020
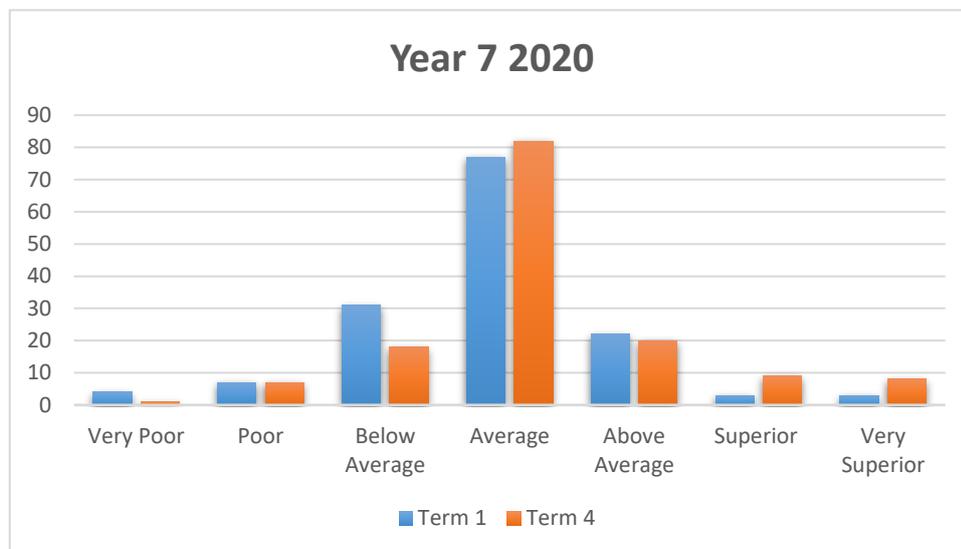
Professional Learning for All Staff regarding the Response to Intervention Framework

- Staff were surveyed in Semester 2 regarding their knowledge and practice of the RTI framework. Results of this survey showed:

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

RTI
**How would you describe your understanding of the Response to Intervention ("RTI") approach?**
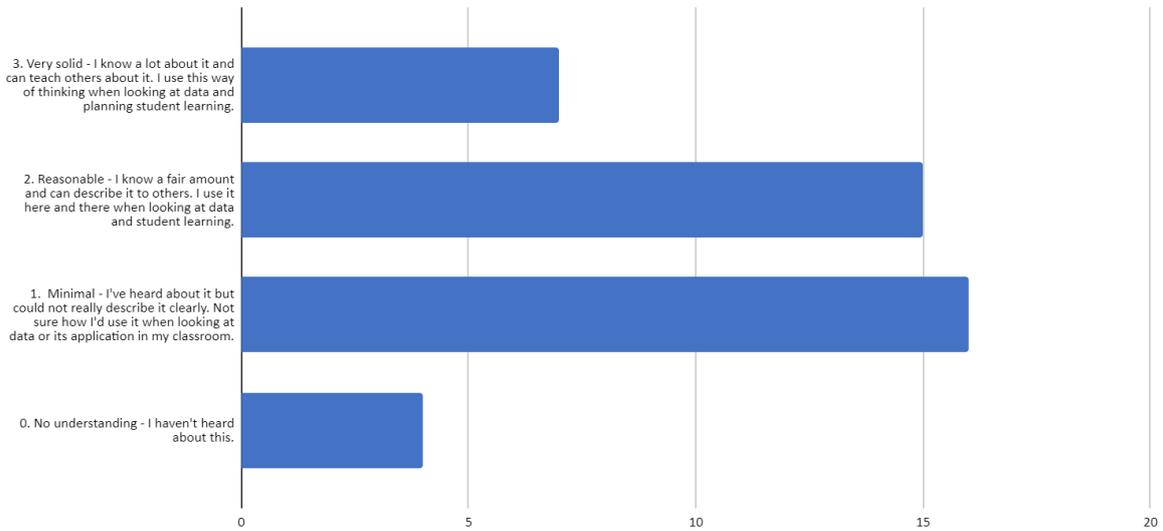
Following this pre-data analysis, all staff were presented with PL on what the RTI framework is and how it is to be implemented in mainstream classrooms and other settings.

Post data will be taken during 2021 to gauge improvements in staff knowledge and capacities in this area.

Increasing Capacity in Differentiation Practice

▪ Staff were surveyed in Semester 2 regarding their differentiation practices. Results of this survey showed:

Differentiation
How would you describe your differentiation practice?
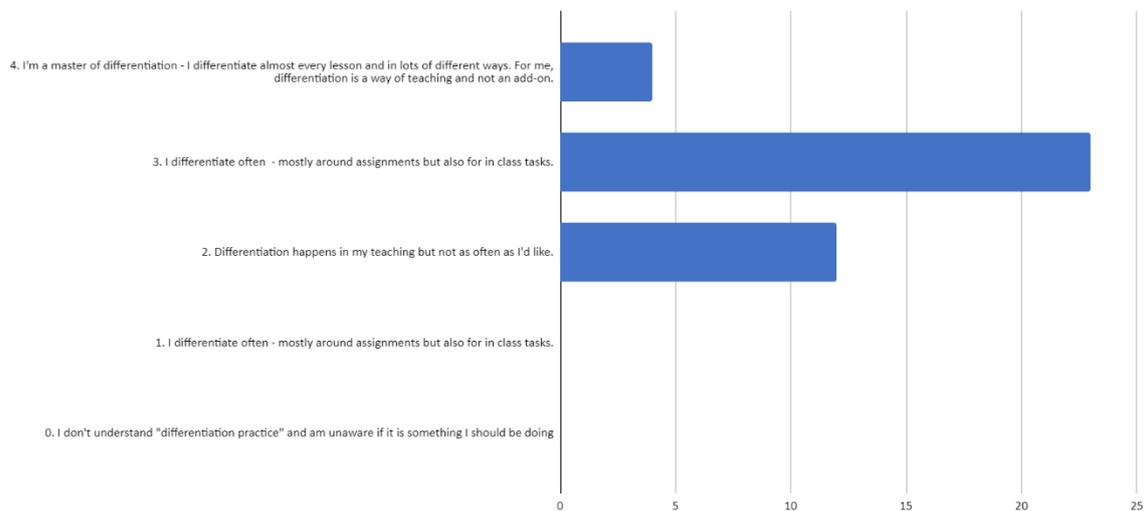
Pre- data identified common themes regarding understanding of differentiation

Most identified changes to assessment tasks as main tool being used

Further PL and development was undertaken including faculty responses

This remains an area of focus for development in future years

Analysis → Priorities → Strategies → Actions → Impact (for student)

Challenges we will address in our next Action Plan

- An evaluation framework for student learning growth will be developed
- PAT and TOWRE-2 – testing and use of data needs to be refined to ensure data is indicative of value-add rather than expected growth
- The link between the RTI model and reading comprehension strategies will be articulated
- Staff knowledge and capacity in RTI will be developed

Analysis → **Priorities** → **Strategies** → **Actions** → **Impact** (for student)